



SOTIR TEMO

EDUCATION
IN THE
PSR OF ALBANIA



SOTIR TEMO

INTRODUCTION

The liberation of Albania, the triumph of the people's revolution and the establishment of the People's Socialist Republic of Albania are the most important events in the history of our country.

**EDUCATION
IN THE PEOPLE'S SOCIALIST
REPUBLIC OF ALBANIA**

Today, the Albanian people are building a new Albania, a socialist Albania, a Albania that is free, independent, peaceful and prosperous. The People's Socialist Republic of Albania is based on the unity of the people around the Party of Labour of Albania and the alliance of the working class with the independent peasantry, under the leadership of the working class vanguard - the Party of Labour, which is the only Party in our country. The Albanian people are successfully building socialism.

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INTRODUCTION

The liberation of Albania, the triumph of the people's revolution and the establishment of the dictatorship of the proletariat 40 years ago, on November 29, 1944, marked the transition of our country to a new society which was to experience a greater development in all fields in the future.

The People's Socialist Republic of Albania is today a country with complete economic and political stability, with a developed industry and advanced agriculture, completely electrified, without taxes, with a health service free of charge.

Only social ownership of the means of production exists in Albania, the economy and culture is developed according to plan. The People's Socialist Republic of Albania is based on the unity of the people around the Party of Labour of Albania and has at its basis the alliance of the working class with the cooperativist peasantry, under the leadership of the working class. Marxism-Leninism is the ruling ideology. Under the leadership of the Party of Labour, which is the only Party in our country, the Albanian people are successfully building socialism,

relying entirely on their own forces, without any aid or credit from abroad. The People's Socialist Republic of Albania is a sovereign state which pursues an independent policy, on the basis of the principles of Marxism-Leninism and proletarian internationalism.

The successes achieved in the development of the socialist economy and the continual raising of the material and cultural well-being of the people have created boundless possibilities for the development of the new socialist culture and the people's education, which secures the broad scale education of the new generation and the training of specialists for all branches of the economy and culture at the level demanded by the present and perspective development of our country.

Our socialist school preserves the best patriotic, lay, democratic and revolutionary traditions of the Albanian people. It especially reflects the character of those great transformations which the Party of Labour of Albania and the people's power brought about immediately after Liberation. At the basis of education and schooling lie the scientific thinking of the Party and the teachings of Comrade Enver Hoxha. The entire content of the lessons and education of the new generation is permeated by the experience gained in the construction of socialism as well as by the Marxist-Leninist pedagogical thinking.

I. THE ROAD OF DEVELOPMENT OF EDUCATION IN ALBANIA

1. Education and Tradition

The Albanians descend from the Illyrians, one of the most ancient peoples of the Balkans and Europe, with ancient patriotic, cultural and educational traditions. At the beginning of the 11th century the Illyrians are known by the name «Albani». The name «shqiptar» was used first in the 18th century. The organized forms of education are seen in the 5th century before our era, with the creation of the Illyrian slaveowner states. In the Illyrian towns as Shkodra, Lisi, Bylisi, Amantia, Antigonea and Klos and in the Hellenic colonies on the Adriatic coast, Durakium, Butrint, Apolonia attention was paid to the physical and military training of the new generation as well as the aesthetic education. During archaeological researches traces have been found of educational institutions such as sports halls and gymnasiums, stadiums, amphitheatres and libraries. The youth in the states of the Taulants, Molossi, and Dardans were trained to be strong and tempered soldiers. According to ancient

Greco-Roman historiography, the Illyrians were distinguished for their special world outlook and culture, they were friendly, loyal and followers of justice. According to historical and linguistic sources, the Illyrian language has existed in Dardania since the 4th century before our era. The Dardans also executed music with instruments, a thing that speaks of a developed aesthetic education.

The Roman culture and the Latin language penetrated into Illyria, following the Roman invasion. The school of Apollonia is one of the best known in the 2nd century. Sciences, philosophy and rhetorics were taught there. During the Middle Ages, despite the fact that the Byzantine, Greco-Roman culture was predominant, different aspects of the national and popular character were developed such as physical and military training, the work habits, the forms of customs and rights chrystallized in canons, such as that of Lek Dukagjini etc., the philosophical moral talks, folk songs, proverbs, anecdotes etc. The heads of the tribes and the feudal owners cultivated military education, teaching the children to use weapons.

The occupation of Albania by the Ottoman empire in the 15th century hindered the development of Albanian national education and culture. During the Middle Ages the religious schools were the main ones. Such were the schools at the churches (parish and episcopal schools, those of the monasteries) and the Moslem schools (iptidaije and mejtepe which were primary schools and idadije and medrese which were secondary schools). Such schools were set up in many towns such as Shkodra, Elbasan, Prizren,

Ulqin, Tivar, Ohër, Dibër and elsewhere. There were also some vocational schools in these towns. The lessons were conducted in Greek, Latin or Arabic. However there were also schools which conducted the lessons in Albanian for example the primary school in Kurbin near Kruja (1632), the primary schools in Korça (1637), in Pedhanë and Blinisht in the Shkodra district (1639) where a secondary school was opened that same year, the Albanian schools in the region of Himara: Dhërmi, Vuno, Palasë (1632). Following the development of trade relations and the strengthening of the feudal principalities, such as the Bushatli pashallëk in Shkoder and that of Ioannina (18th century); alongside the religious schools commercial schools were opened as well as those of different trades. The creation of the «New Academy» of Voskopoja (1750) in the role of a «small university» was an important step at this period. It was one of the best schools in Europe and in the Balkans where alongside the Greek and Latin language and literature the pupils learnt logic, physics, mathematics and other sciences. Many untiring teachers such as Theodor Kavalioti, Dhanill Voskopojari, Dhaskal Todhëri and others taught at the «New Academy». Also of importance was the setting up of a printery. Many text books were printed in Greek, the odd one in Albanian too. Theodor Kavalioti in his work «Protopiria» (beginner's lessons in Greek), printed in Venice in 1770, gave us a «Dictionary of Greek-Romanian-Albanian words».

The Albanian patriots connected the cause of the Albanian school and language with the struggle for national freedom and independence. In

the conditions of the oppressive Ottoman rule, both within Albania and abroad in open and hidden forms they organized the teaching of the mother tongue, compiled the first Albanian ABC books such as the «Evetari» by Naum Veqilharxhi (1844) and a year later his more complete ABC book «Fare i ri evetor shqip për djelm nismëtor» (an entirely new Albanian ABC book for beginners), Kostandin Kristoforidhi's ABC book (1872); «The ABC book of the Albanian Language» (1879) of the Istanbul association, «The ABC Book of the Albanian Language» (1886) by Sami Frashëri etc. The first text books in the Albanian language were also published by Naim and Sami Frashëri, Jani Vreto and others.

The struggle for the creation of the Albanian national school assumed greater proportions after the creation of the Albanian League of Prizren (1878) as well as that of the «Association of the printing of Albanian letters» in Istanbul (1879).

The opening of the first national lay school «The First Albanian primary school in Korça» (1887) where the children of the people learnt regardless of their religious beliefs and sex, was a great step forward towards the creation of the national school. It was opened through the many efforts of the distinguished Albanian patriots and scientists, the brothers Abdyl, Naim and Sami Frashëri, Jani Vreto, Vaso Pasha, Hasan Tahsini and others. Its first director and teacher was Pandeli Sotiri followed by Thanas Sina and Petro Nini Luarasi. This school was followed by other schools in Albanian language such as that in Prizren (1889), the girls' school in Korça (1891), in Pogradec, in Reka and later in Elbasan, Les-

kovik, Ersekë, Negovan, Luaras, Treskë etc. Schools in the Albanian language had been opened earlier in many other regions inhabited by Albanians such as in Shkup, Gjakova, Peja, Janjeva and elsewhere, as well as in the Albanian diaspora (the Arbëreshi of Italy and Greece).

Important events in the educational and cultural life of Albania are: the Congress of Manastir (1908), where the Albanian alphabet based on the alphabet of Istanbul, that of the Association Bashkimi was approved, the Congress of Elbasan (1909) at which the creation of the first secondary school for the training of teachers (the Normale of Elbasan-December 1, 1908) was approved and the formation of the «Përparimi» association with its centre in Korça with the functions of an institution of education which would supervise the opening and maintenance of Albanian schools in Albania.

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After the Proclamation of Independence and the creation of the Government of Vlora in 1912, measures were taken for the closing of foreign schools and the opening of Albanian ones, the establishment of compulsory primary schooling and for the carrying out of the national, democratic and lay content of the Albanian education.

Both during the period of the First World War and after it the struggle continued for the development of national education. Although the

Albanian state was decentralized because of the chauvinist aims of the foreign imperialist states and the chauvinist neighbours, the Albanian patriots fought for the setting up and maintenance of Albanian schools in many towns of the country such as Korça, Shkodra, Tirana, Lezha, Berat, Durrës, Elbasan, Vlora, Gjirokastra and in several towns of Kosova and Dibra. The Congress of Lushnja on Education (1920) and the congresses of Tirana on education (1922 and 1924) took important decisions of a democratic and progressive character for the creation of a unified educational system, separated from the clergy and religion: the carrying out of compulsory primary schooling; the drafting of school programs and text books. Through the efforts of the people and the patriots secondary schools were opened in several towns of the country such as the Lyceum of Korça (1917), the Gymnasiums of Shkodra (1922), and Gjirokastra (1923), the School of Commerce of Vlora (1924) and the gymnasium of Tirana (1925). Later secondary vocational, pedagogical, industrial and agricultural schools were created.

During the period of the anti-popular feudal-bourgeois regime of Ahmed Zog (1925-1939), education was in a terrible state. Although officially primary schooling was compulsory in fact it was limited. There were a total of 643 schools and only 25 per cent of the children went to them. Pre-school education was very scarce, secondary schooling was limited, and there was no higher schooling at all. During the occupation of Albania by the Italian fascists in 1939, efforts were made for the fascistisation of the school thus striving at destroying its national spirit.

2. Education in the Epoch of the Party

After the liberation of Albania on November 29, 1944 and the triumph of the people's revolution the new Albanian state was faced with many problems which demanded solution. About 90 per cent of the population were illiterate. Illiteracy was more pronounced in the mountainous zones especially in the countryside, the schooling of females was very backward. In its program for the reconstruction and construction of the country on democratic and socialist bases the People's power clearly defined the tasks in the field of education and culture: to immediately liquidate illiteracy, to make primary schooling compulsory for the perspective to be opened to the youth to be educated and equipped with culture, to create a unified educational system which would also include higher schooling, to reorganize and set up the structure and content of education on a democratic, national and socialist basis. For the realisation of the program of the Communist Party of Albania (today the Party of Labour of Albania) on education, the state organs and the entire people worked both in the direction of the extension and massivisation of education and in that of its content and teaching-educational process.

During the first stage (December 1944-1948), alongside the great work for the reconstruction of Albania, for the socialist transformation of the economic base and the relations in production, work was also carried out in the field of education. *The education reform of 1946* which was realized on the basis of the orientations of the 5th Plenum of the Communist Party of Albania,

established the bases of the new education system, solved the cardinal problem of the extension and massivisation of education, the democratic and socialist content of the school. The complete democratization of the education system was carried out, schooling was made free of charge and possible for all the working masses irrespective of the sex and the material conditions, the right for schooling in their mother tongue was secured for the national minorities; one of the most important victories of the cultural revolution was achieved - compulsory primary education both in the town and the countryside. Under the leadership of the Party the state and the organisations of the masses gave a revolutionary solution to many problems such as the securing of cadres, text books, the construction of buildings etc.

The Education system was set up on the basis of a unified scientific structure, based on the Marxist-Leninist world outlook.

During the second stage (1948-1955) when efforts were being made for the transformation of Albania from a backward agricultural country to an agricultural-industrial country the attention and care of the Party and the state organs in the field of education was concentrated on the further strengthening of the socialist character of the school and the enhancement of its role in the general raising of the educational and cultural level of the working people, the training of secondary and higher technical cadres, the strengthening of the people's intelligentsia. Based on the tasks which the Party of Labour of Albania set at its 1st and 2nd Congresses and the directives of the 1st Five-year Plan (1951-

1955), important and urgent tasks of the cultural revolution were realized: illiteracy was overcome, general compulsory primary education was realized and later 7 grade schooling too (1952), all links and categories of schools were created, including a complete system of vocational and higher education. Thus in 1955 there were 2 515 primary and 7 grade schools with 193 619 pupils, 15 lower vocational schools, 24 secondary schools (technical and pedagogical) and 6 higher schools. Alongside the 2-year Pedagogical Institute (1946), the 4 year Higher Pedagogical Institute, the Higher Agricultural and Politechnical Institute (1951), the Medical Institute, the Economic Institute (1952) and the Juridical Institute (1954) were opened. All these institutes apart from the Higher Agricultural Institute served as a basis for the founding of the University of Tirana in 1957. Important improvements were made in the content of education, especially in the studying of natural sciences and mathematics, in the consolidation of work out of the class and out of school, as a continuation of the educational teaching process and an important means for the communist education of the children. Marxism-Leninism was introduced as a subject in the teaching plan of the schools.

During the third stage (1956-1965) which marks the stage of the construction of the economic base of socialism and the setting out of the country on to the stage of the complete construction of the socialist society, attention was concentrated on the further ideo-scientific strengthening of the schools and the entire educational system. The orientations of the 3rd Congress of the Party of Labour of Albania (1956) and the

directives of the 2nd Five-year Plan (1956-1960), the deepening of the ideological and cultural revolution and the international situation, in which the Party and the Albanian people were engaged in a broad scale struggle against modern revisionism, laid new tasks especially in the direction of the content of the educational work in schools, the connection of lessons with life, theory with practice, work habits and politechnical schooling.

The reorganisation of the schools, according to the instructions given by the Central Committee of the Party at its 19th Plenum in 1960, was an important moment during this stage. On the basis of those instructions, the mass discussion and the directives of the 4th Congress of the PLA on the further development of the ideological and cultural revolution in Albania, in 1963 the People's Assembly approved the law «On the reorganisation of the educational system in the PRA».

The Marxist-Leninist principle of the connection of lessons with work in production in all categories of schools and the allround qualitative strengthening of productive labour was placed at the basis of the reorganisation of the schools. During this stage changes were made both in the structure of the educational system and in the content of the school, in the forms and methods of teaching. From compulsory 7 grade education it was gone over to compulsory 8 grade education with two cycles: the lower cycle (class 1-4), the higher cycle (class 5-8); the secondary schools became 12 grade from 11 grade, lower and secondary vocational education assumed a further development and higher education was extended.

Changes were also made in the teaching plan of the schools, new subjects were introduced into the 8 grade schools such as moral-civic education, domestic economy, the lessons of work habits were strengthened, from the practical work in the lower cycle to wood work and metal work and useful social labour, work was intensified for the organization of the work shops in these schools. Improvements and adjustments were made in the subjects of the secondary and higher schools especially in the direction of the strengthening of their politechnical character. All these further strengthened the role of the school for the revolutionary class education of the youth, for the strengthening of the socialist conscience, for a socialist stand towards labour and property, for socialist patriotism and proletarian internationalism, for the placing of the general interest of the people and socialism above everything else.

In this manner the schools were transformed into cradles of knowledge, culture and revolutionary education for the younger generation, into a forge for the training of working people and cadres for the economy, culture and defence of the Homeland.

The fourth stage, which is connected with the great struggle of the Party of Labour of Albania for the further revolutionisation of the entire life of the country is the stage of *the further revolutionisation of the schools*. It marks a new qualitative step in the development of education and schooling in which the Marxist-Leninist pedagogical thinking of our Party and Comrade Enver Hoxha are prominent.

The struggle for the revolutionisation of the

school according to the orientations given by the 5th Congress of the PLA in November 1966 assumed the character of a broad movement, including 11 aspects of the teaching and educational work. Initiatives burst out in the schools for the systematic studying of the documents of the Party and the Works of Comrade Enver Hoxha. Actions were undertaken for the revolutionisation of the content of the lessons, to improve the school documents, to use new teaching forms and methods, to connect lessons with production, with physical tempering and military training. The school youth were included in many economic and especially ideological actions, such as in the struggle against religion and the backward customs, not only in the schools but also out of them. Initiatives sprang up among the teachers to become better connected with the life and problems of the countryside, to revolutionize the teacher pupil relations by struggling against pedagogical bureaucracy.

During this period the leading institutions of education and the schools were equipped with a very important programmatic document, Comrade Enver Hoxha's speech «On the further revolutionisation of our school» delivered at the meeting of the Political Bureau of the CC of the PLA on March 7, 1968, in which he makes a profound and allround analysis of the problems of the schools and gives a complete program of the transformations which the schools had to undergo in conformity with the socio-economic transformations of the country.

The problems of the revolutionisation of the school became problems of the entire Party, the state and the entire people, The Central Commis-

sion for Education was set up at the Central Committee of the PLA. Such commissions were also set up at the district Party committees. For nearly a year a large scale popular discussion was organized on the further revolutionisation of the school. On December 24, 1969 the People's Assembly passed the law «On the new educational system», whereas on February 20, 1970, the decision of the Council of Ministers «On the new educational system» emerged.

In conformity with them changes and improvements were made in the educational system, in the teaching forms and methods and in the content of the school as well as in the organization of its internal life. 8 grade education became compulsory for all regions of the country and pupils were allowed to start school at 6 year of age: the network of lower 2 year technical-vocational education was extended to secure qualified labour power; 4 year secondary education was extended and spread to all districts of the mountainous regions; the structure of higher education was improved for the training of specialists in different branches, mainly with a broad profile. In general the period of studies at the higher schools was shortened by a year. The male students entered higher schools only after having completed a year's productive labour after finishing the secondary school. After completing the school every student had to work for 8-9 months on jobs according to their profession, during which they made preparations to acquire their diploma.

The number of pupils and students increased markedly in all cycles and categories of part time and full time schools. In 1970 this number was nearly 30 per cent higher than in 1965 and there

were 3 times more workers and cooperativists who attended schools.

Many courses of different specialized profiles were included in the regular educational system, alongside the schools which served the qualification and specialisation of the working people.

The revolutionisation of the school ensured a sounder ideological content of the lessons and of education through the introduction and better extension of the socio-political subjects throughout the entire school system, it strengthened the ideological tendentiousness of all subjects and better connected theory with practice. Special attention was paid to the better and more organic linking of lessons with productive labour and physical and military education, the more complete educational and cultural, scientific and polytechnical formation of the pupils and students. At the secondary vocational schools the subjects of general knowledge were raised to a level nearly equal to that of the general secondary schools.

For all schools stages new plans, programs and text books were compiled and in conformity with them marked improvements were made in the direction of the new teaching and educational forms and methods, the out of school educational work. A marked improvement was also made in connection with the implementation of the principles and methods of revolutionary Marxist-Leninist pedagogy, the norms of socialist democracy, the school was placed under the direct and systematic control of the broad masses of the working people, especially the working class and the cooperativist peasantry.

Work was carried out especially in the direc-

tion of creating new revolutionary concepts on the role and place of education and schooling in society, making clear the fact that schools are not simply places to learn but also to work. In socialism schools do not simply produce cadres and office workers, they do not give diplomas for privileged intellectual work but train workers and cooperativists, revolutionary specialists who are to serve with devotion wherever the homeland needs them. Apart from this, learning does not end with the graduation from school, but continues throughout the whole lifetime and not only schools teach people, but work and life, which are a great school also teach a great deal, schools themselves are only a component part of them.

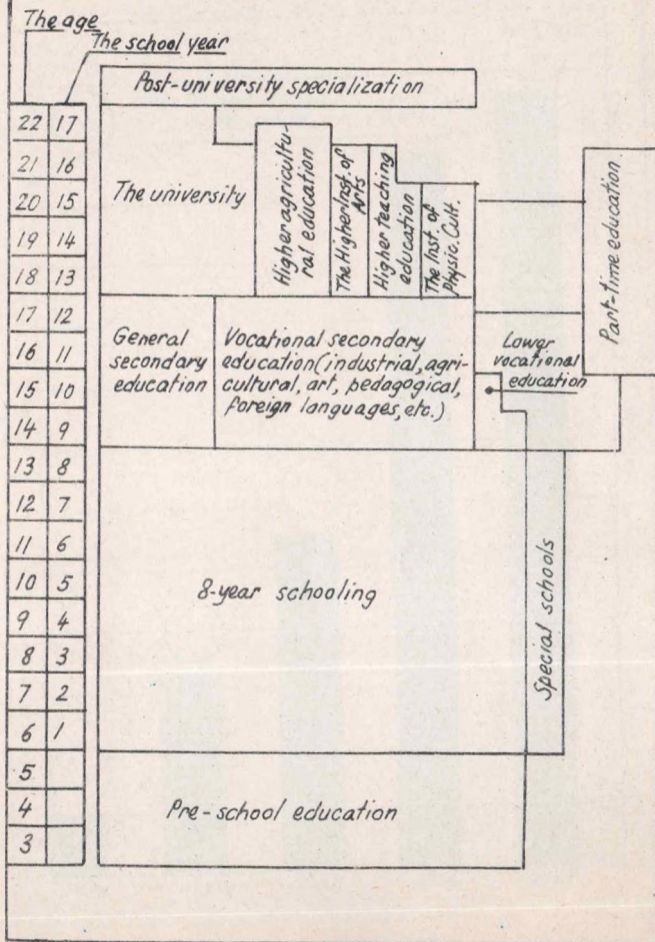
During the last decade (1971-1980), in the framework of the struggle for the deepening of the socialist revolution in all fields of life, work was done to further revolutionize the school through the scientific pedagogical enrichment of the content, the strengthening of the educational-forming role and the ideological content of the entire work of the school, reflecting in a more complete and organic manner the Marxist-Leninist theoretical thinking of the Party of Labour of Albania and the teachings of Comrade Enver Hoxha and the experience of the socialist construction. At the same time the educational system was perfected and extended, possibilities were created for the pupils and students to acquire more knowledge, to be better trained for production and the defence of the Homeland. In this manner the school was consolidated as a socialist school with original features and a popular character.

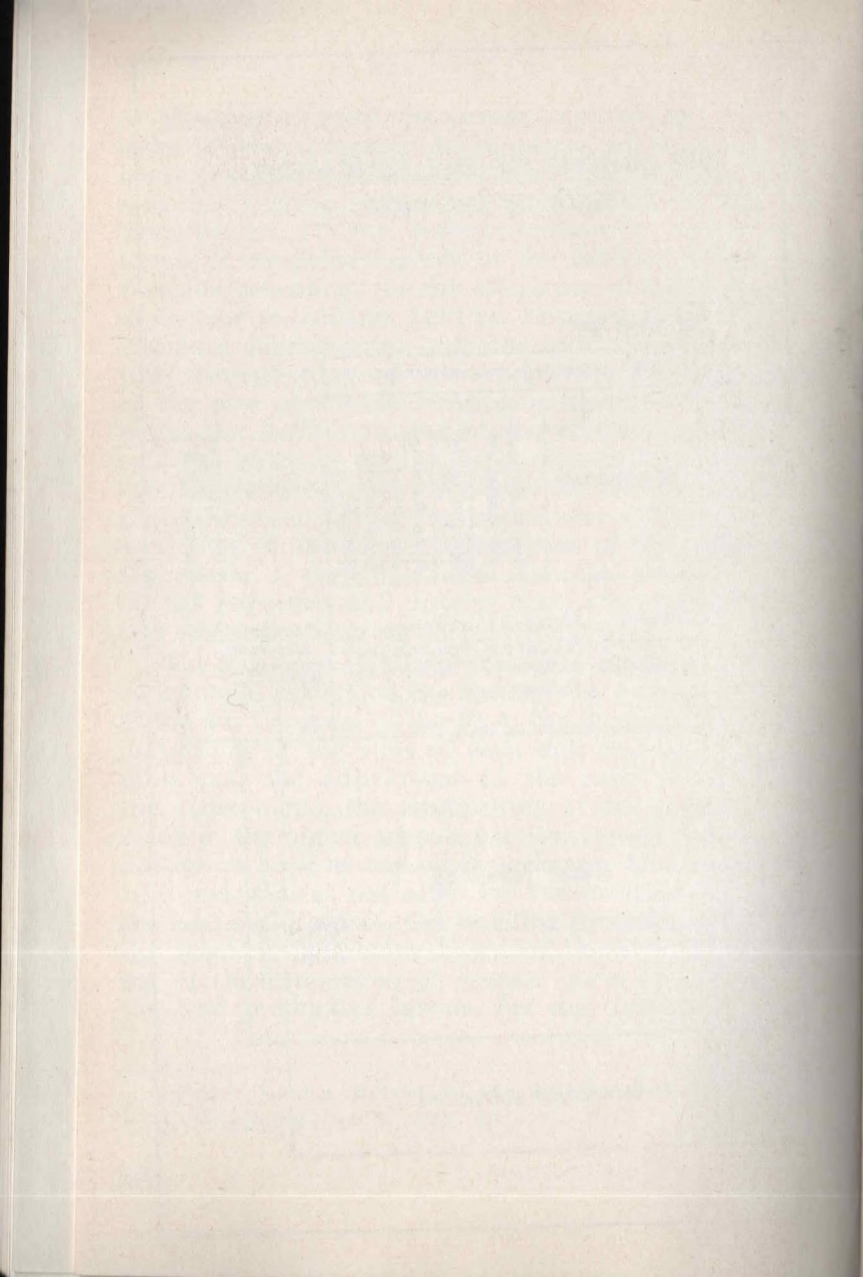
Keeping in mind the present and perspective tasks of the intensive development of the economy, culture and science, the construction of socialism relying entirely on our own forces, the development of the technical-scientific revolution and the achievements in the field of education and schooling, the 8th Congress of the Party of Labour of Albania held on November 1, 1981, laid as a fundamental task the allround qualitative strengthening of the school, the equipment of the new generation with contemporary knowledge, the further raising of the educational and cultural level of the working masses to master advanced science and technique. At the 8th Congress Comrade Enver Hoxha stresses: «The increased level of knowledge and culture of the people represents a great potential for the realisation of the current and future plans, for technical and scientific progress to new heights».¹

The changes and improvements made in the educational system on the basis of the orientations of the 8th Congress of the PLA, the more complete definitions of the aims of each link and category of school, the adjustment of the ratio between the components, the lengthening of the years of study at the higher schools post-university specialisation as well as the other measures of a scientific pedagogical character for the enrichment of the content of school, the teaching procedures and the teaching-laboratory base, for the strengthening of the connection of lessons with life, practice and productive labour, for the extension of

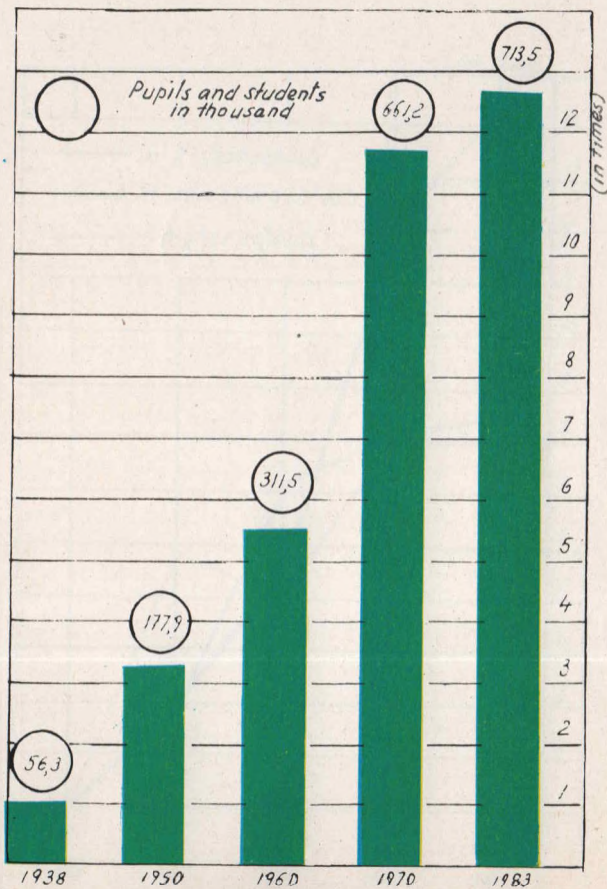
¹ Enver Hoxha, Report to the 8th Congress of the PLA, Tirana 1981, p. 55, Eng. ed.

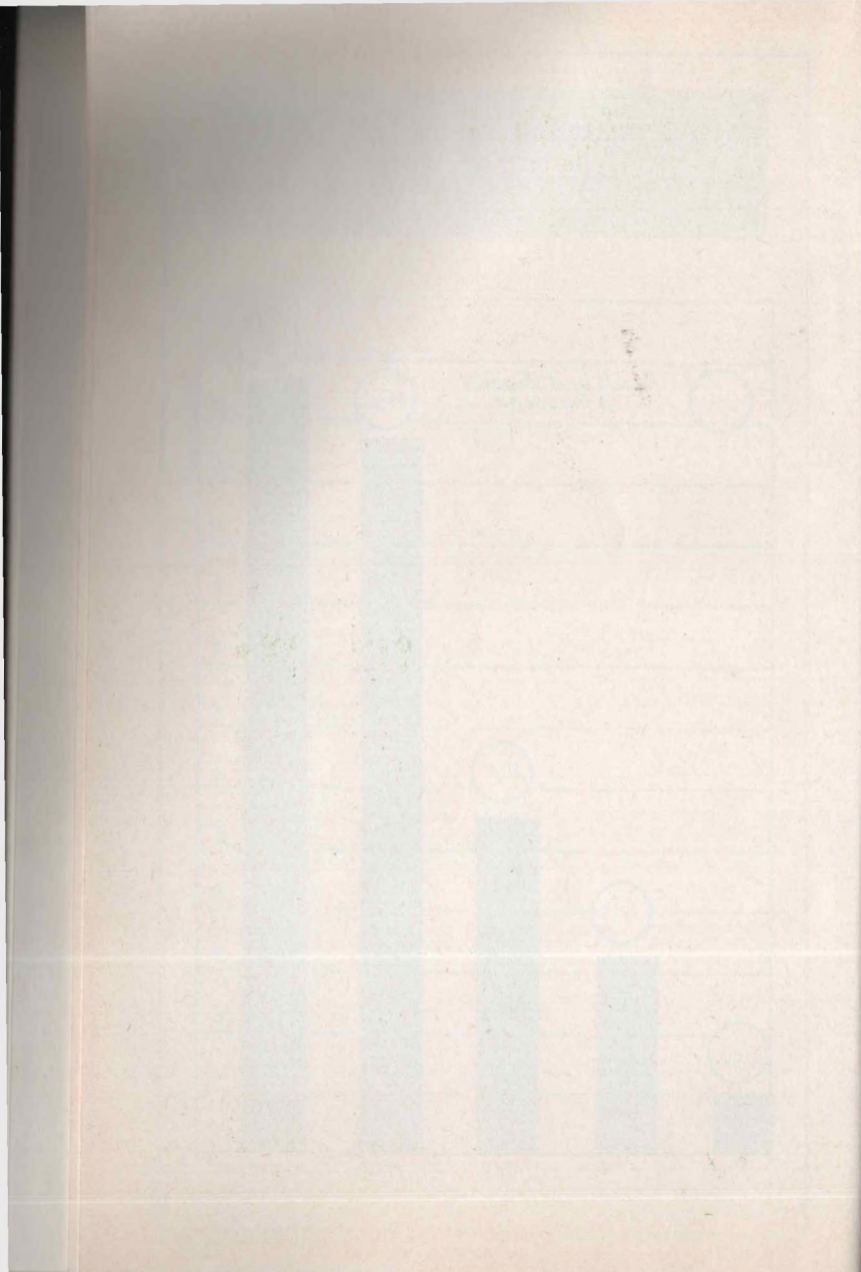
THE SCHEME OF THE EDUCATION SYSTEM IN THE PSRA



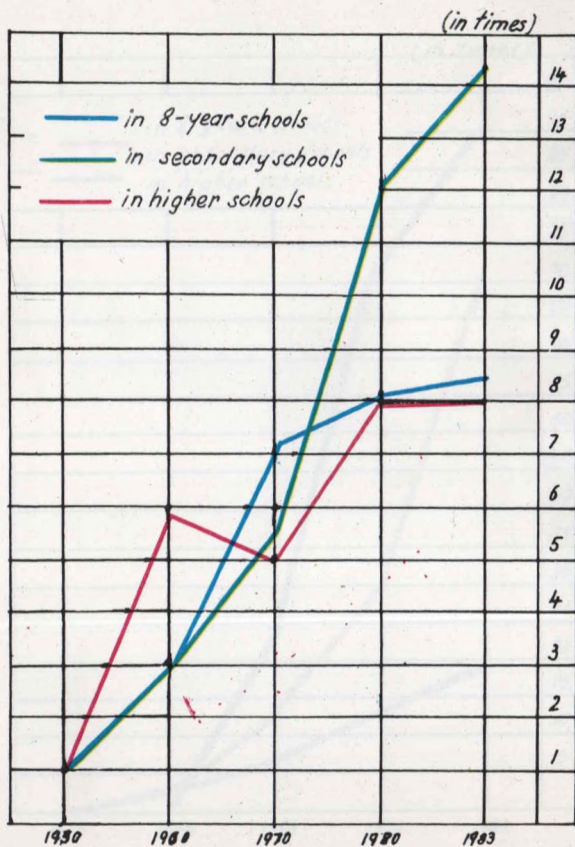


THE INCREASE OF THE NUMBER OF PUPILS AND STUDENTS



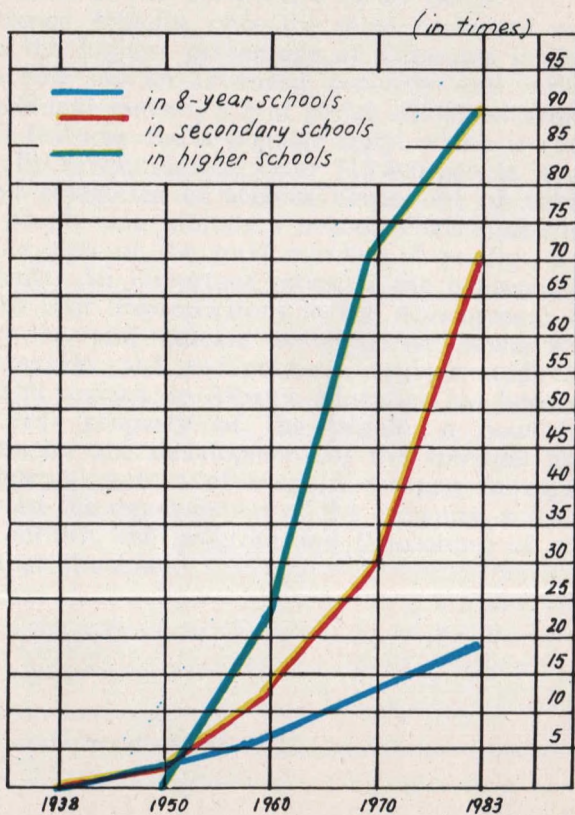


THE EXTENSION OF THE SCHOOL NETWORK





INCREASE OF THE NUMBER OF TEACHERS





the scientific-research activity, the qualification and specialisation of cadres for the further perfection of the method and style of management have further strengthened the forming and educational role of the schools as the main hearths of mastering of culture knowledge and science, have created conditions and possibilities for the educational system to better respond to the present demands and those of the perspective in all fields.

Hence Albania, once the most backward and with the highest percentage of illiterates in Europe now has an advanced, complete and varied educational system, a real social school with original features and a popular spirit which is continually revolutionised. Over 713 500 people learn at all categories of schools hence out of every 3-4 people one attends a school. Girls make up 47 per cent of the total number of pupils and students. An important index is the overcoming of the past disproportions in the development of education and culture between the town and countryside, the mountainous regions and the lowland regions. In Albania education has become the real property of the people, a powerful means for the development of the spiritual and intellectual values of man, a weapon to carry forward the development of the economy, science and culture, the progress and flourishing of our socialist Homeland.

II. THE STRUCTURE AND ORGANIZATION OF EDUCATION IN THE PSRA

As a component part of the superstructure which aims at the allround development of the new generation on the road of socialism and communism, the educational system in the People's Socialist Republic of Albania is set up on the basis of our political and economic order. It is guided and inspired by the Party of Labour of Albania and combines lessons with productive labour and physical and military education.

In conformity with the orientations of the Party, with the laws, decrees and the different decisions, the educational system has the following structure:

Pre-school education, which includes children from 3 to 6 years of age and is carried out in the different types of pre-school kindergartens and in the orphanages.

General 8 grade education, which includes children from 6 to 16 years of age, is the basic and massive link of the unified and compulsory educational system.

Secondary education, which includes the youth who finish the 8 grade schools, is divided into: a) general secondary education (gymnasiums); b)

secondary vocational education (schools of art, teachers' training, technical, agricultural, economic schools, etc.).

Secondary education is 4 years whereas for the workers and cooperativists who attend school part time it is 5 years. The secondary vocational schools have one branch or many branches.

Higher education, which includes the students after finishing the secondary school, is carried out in the University of Tirana and in the other higher schools of the country.

The diagram of the educational system in the PSRA

Post-university specialisation is organized in the form of courses from 1-3 years at the higher schools or scientific-research institutions for the specialisation and perfection of the higher cadres. Different courses of several months are also organized for the continual qualification of the higher cadres.

Apart from these there are also special schools such as the Institute for the teaching and education of deaf, dumb and blind children which lasts 8 years and in some districts of Albania there are schools for mentally deficient children, also 8 years, at which the course of the first four classes of the 8 grade school (from 1-4) is realized.¹

The lower two year technical professional schools are separate links which are not included in the educational system. They are set up on the basis of the 8 grade school and serve for the training of qualified workers in narrow specialities.

¹ See diagram of the educational system in the PSRA.

With the extension and massivisation of secondary education especially secondary vocational education the sphere of these schools has been gradually narrowed.

For parentless children there are special educational institutions, *the orphanages*. The education of these children is carried out in all other schools on the basis of the same criteria.

In order to develop the talents and abilities and to encourage the creative forces of the children and the youth a broad network of institutions has been set up out-of-school such as pioneers' palaces and houses, libraries for children and adults etc.

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The development of education in the PSRA is done in a planned manner on the basis of demographic developments and the present and prospective demands of the socialist economy for qualified workers and secondary and higher specialists.

In the plan for the coming five-year period (1985-1990) attention will be paid especially to the further massivisation of secondary education especially of vocational secondary education, the creation of new profiles and branches in the secondary and higher education, the extension of pre-school education, full time education and higher education. Attention will be paid to the extension of the building of schools and the enrichment of the teaching laboratory material base.

The intensive development of education is accompanied by the increase of state financial and administrative measures. The fundamental investments for our education and culture have always been on the increase. During the 6th Five-year Plan alone (1976-1980) the investments were nearly equal to those of the 15 year period (1951-1965). The expenditure from the state budget has also increased for the development of education and culture. In 1978 it was 11.4 times higher than in 1950. For education and culture alone the state spends 2.5 million leks a day. In 1983 about 10.7 per cent of the state budget was spent for the education of the youth.

All the constructions which are made in Albania in the field of education are financed by the state. During recent years priority was given to the constructions in the countryside. The economic enterprises, the agricultural cooperatives and enterprises etc., each year spend a considerable part of their special fund and the social-cultural fund for the maintenance and equipment of the teaching educational institutions.

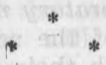
Special attention is paid to *the enrichment of the teaching and laboratory material base*. Alongside the initiatives of the schools to set up the teaching cabinets with their own forces, the production and distribution of teaching means such as laboratories, visual and audio visual means, different tools and instruments, is carried out by the state. The «Hamid Shijaku» enterprise of teaching means in Tirana, created in July 1959 as well as the productive bases of the secondary and higher schools produce teaching means of all kinds, on the basis of the demands

of the teaching programs. *The Bureau of Teaching Means* was recently set up at the Text Books Publishing House, to scientifically organize and direct the production of teaching means.

Hostels and the allocation of bursaries, as indispensable means to facilitate the education of the new generation and the working people who go to school are broadly used. The hostels are mainly set up near the secondary vocational schools, whereas the students homes are set up for the university students. The pupils and students who live in the hostels are provided with all the conditions for study, education, recreation and leisure. Near the hostels there are libraries, reading halls, student clubs.

On the basis of the family income, part of the pupils and students are allocated a state bursary.

For the working people who attend part time schools facilitating conditions are created such as the shortening of the work hours and supplementary leave for preparation for and setting of exams.



In the People's Socialist Republic of Albania, education is organized and directed by the state and is based on the principle of democratic centralism. The Ministry of Education and Culture is directly involved in the directing and control of education. It follows and carries out the policy of the Party of Labour of Albania in the field

of schooling and the communist education of the younger generation and the working masses, makes orders, regulations and instructions on the basis of the laws of the People's Assembly and the ordinances and decisions of the Council of Ministers of the PSRA on the organization and direction of people's education. The Ministry of Education and Culture is responsible for the ideological, scientific and pedagogical content of the teaching process, approves the teaching plans, programs and text books, realizes the general management and control for all categories of schools and kindergartens which are included in the education system, it is responsible for the level of the preparation of the youth to take part in productive labour and military training, for the level of the mastering of the knowledge and the general, polytechnical and professional knowledge indispensable for life.

The Ministry of Education and Culture is comprised of several sectors such as that of Education, the Committee of Culture and Art, the Committee of Physical Culture and Sports etc., it has its collegium which is a consultative organ of the Minister. The sectors include directories, the branches of the respective sectors according to the internal organization of the Ministry. During their work they create different actives and commissions according to the problems and tasks they are faced with.

The Higher schools, the Institute of Pedagogical Studies, the Publishing Houses, the «New Albania» Film Studio, the printeries the «Hamid Shijaku» teaching means enterprise and the other central institutions of culture and physical culture are directly dependent on the Ministry of Edu-

cation and Culture. The Ministry of Education and Culture publishes the newspaper «Mësuesi» (Teacher) and «Sporti Popullor» (People's Sport) as well as the magazine «Skena dhe ekrani» (The Stage and the Screen). It directs and controls all the scientific and pedagogical literature which is published by the higher schools.

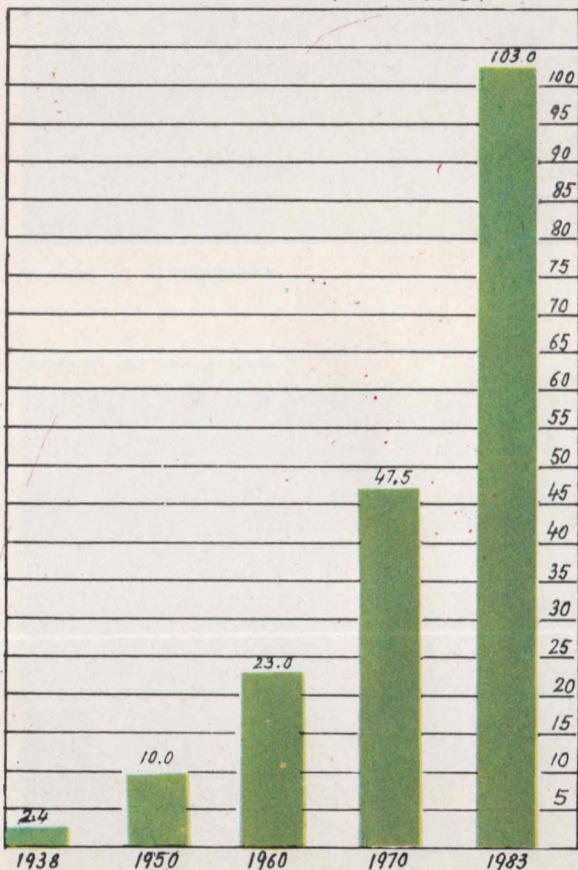
The kindergartens, 8 grade schools, secondary schools and all the out-of-school institutions are directed, financed and controlled by the sections of education at the Executive Committees of the people's councils of the districts, city quarters and the united villages. The organization of the internal life of the schools is done on the basis of «The Regulation of the 8 grade, secondary, lower vocational schools and courses of the general secondary part time or full time schools», approved by the Ministry of Education and Culture.

The higher schools are directly dependent on the Ministry of Education and Culture.

The opening of kindergartens and 8 grade schools is carried out by the executive committees of the people's councils of the districts, whereas the secondary general and vocational schools full time and part time are opened according to state plan, on the approval of the Ministry of Education and Culture. The higher schools, their affiliates, their new branches and profiles as well as the post-university specialisation courses with a long term are opened on the approval of the Council of Ministers. The scientific chairs and sectors are opened and closed by the Ministry of Education and Culture on the proposal of the higher schools. The Ministry approves the teaching plans and programs of higher schools the

THE INCREASE OF THE NUMBER OF CHILDREN IN THE KINDERGARTENS.

(in thousand)



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A class in kindergarten

Children out for a walk





A physical-culture class

A physical-culture manifestation



criteria to accept the students, approves the heads of chairs of the scientific sectors coordinates the research scientific activity with the different ministries, the Academy of Sciences and with all the other scientific institutions of the country, coordinates the work with the central organizations of the masses for the problems of education and schooling of the new generation and the working people.

1. Pre-school education

Pre-school education is the first general link of our educational system, which is realized gradually in the kindergartens and the orphanages. It realizes the social education of the children from 3 to 6 years of age, secures their mental and physical development, equips them with the elementary features of the communist ethics and prepares them for school. At the same time pre-school education is an important condition for the complete emancipation of the women and the facilitation of the work of women in the family as well as for the correct education of the children.

Keeping in mind this important role of the kindergartens their number has increased 116 times in 1980 compared to 1938, the number of children 38 fold and that of teachers 104 times. The number of children in the kindergartens of the countryside has greatly increased.

The kindergartens carry out their work on the basis of the «Regulations and the program of education in the kindergartens», approved by the Ministry of Education and Culture. On the

basis of this programm the following institutions of pre-school education function:

1) daily kindergartens with a 6 hour program without meals where only educational and teaching programs are carried out. These kindergartens function according to the structure of the school year, whereas in the countryside they function according to the circumstances of work in agriculture.

2) Daily kindergartens with an extensive program where alongside the educational teaching program the children are also provided with food and bed during 12 hours of the day.

3) Kindergartens with a weekly program, where the children eat and sleep during the whole week except Sundays.

4) The orphanages for parentless children.

The allround work for the communist education of the children is compiled in a differentiated manner for the first group (in which children from 3-4 years of age are included), for the second group (for children from 4-5 years of age) and the third group (for children from 5-6 years of age). The program of educational work includes: the mental and physical, hygiene and health, moral and aesthetic education. Special importance is paid to the education of children with love for the homeland, the Party of Labour of Albania and for Comrade Enver Hoxha, with the norms and elementary expressions of good behaviour and communist ethics and the collective life.

The educational teaching work of the kindergartens includes poems, exercises to develop correct speech, stories, fairy tales, counting up to ten, didactic games, elementary knowledge

about different natural phenomena, etc. The entire program has the aim of developing the children's intellect, to sharpen their senses and to enlarge their imagination on the surrounding environment.

Through daily order and regime, the good hygiene and health conditions, the games, exercises, excursions and walks the physical tempering of the children is realized and their health is protected.

The aesthetic education and the development of the creative abilities of the children is carried out through the teaching of songs, dances, drawing and modelling. Concerts and competitions are often organized with the youngsters. At kindergarten the children acquire the first elementary work habits, they help the teacher set the tables, divide the toys among the children, they take care of the flowers etc.

The education of the children of a pre-school age especially that of 5 year old children is carried out in close connection with the demands to prepare them for school. Attention is especially paid to their games during free time. These games are often coordinated with the different lessons which are done according to the plan made by the teacher. In this manner the connection between the work of the kindergarten with the teaching-educational work of the first class of the 8 grade school, is realised. At the Ministry of Education and Culture and the Institute of Pedagogical studies work is being carried out for the further perfection of the program of educational work at the kindergartens to better develop the intellectual abilities of perception among the age-group of 3-6. The experience

gathered in the carrying out of this program shows the great possibilities which exist for the social education of the children at young ages, when intensive physical, intellectual and physical development is carried out.

A broad range of scientific and artistic pedagogical literature is published for pre-school education. Attention is also paid to securing the material teaching base of the kindergartens, the toys, charts, albums, pamphlets etc.

2. General 8 grade education

Compulsory general 8 grade education includes all children from 6-16 years of age. Children are allowed to start school at 6 years of age.

The 8 grade schools equip the pupils with a sound elementary formation, it imbues them with the basic elements of political, moral-civic, aesthetic and physical education, it gives them some politechnical knowledge so that the pupils can normally attend the great variety of secondary schools and have some habits necessary for social life and production.

Compulsory general primary schooling has always been a dream of the people. Before Liberation the number of primary schools, pupils and teachers was greatly limited. During the school year 1938-39, 643 primary schools (five grade in the towns and 4 grade in the countryside) functioned, with about 52 000 pupils or 25 per cent of the children and 1 349 teachers. During 18 years from 1920 to 1938 only 190 primary schools were opened in our country a figure which is equal to 38 per cent of the schools which were

opened in 1946 by the Party and our people's power in recently liberated Albania, when the wounds of the war were not yet healed.

The Education Reform of 1946 and the law «On compulsory primary schooling» laid the basis for the people's democratic and socialist education. In 1952, 7 grade schooling was made compulsory, whereas with the reorganisation of the school in 1963 8 grade education was made compulsory. Rapid measures were also taken for the extension of the network of schools in the remotest mountainous areas too, and for the training of the cadres.

During the school year 1969-1970 the extension of compulsory 8 grade education entered its final phase of solution including 553 300 pupils and 18 944 teachers. This is an important victory of the cultural revolution in the stage of the complete construction of socialist society. In 1980 the number of pupils and teachers of the 8 grade schools increased respectively 9.9 and 18.2 fold.

The teaching plan of the 8 grade school represents a unified plan from the 1st to the 8th class. It includes 16 subjects with a weekly load of 23 hours (the first class) up to 32 hours (the 8th grade). The teaching plan includes subjects of the social humanitarian cycle, which take up 44.6 per cent of this plan. Through these subjects the pupils become acquainted with the laws of the development of human society, such as Albanian language and literary reading; foreign language, history, moral and political education; the **subjects of the mathematics-natural cycle**, which take up 33.8 per cent of the teaching plan such as mathematics, physics, chemistry, biology, geography, knowledge of nature and

information on Albania, the **subjects of art** which serves the development of the creative abilities and the aesthetic education of the pupils such as drawing and songs: physical education which takes up 7.3 per cent and the education of work habits and social labour, which take up 7.0 per cent of the lessons plan.

The first bases of general education are laid in the first classes of the 8 grade school (form 1-4). In these classes the pupils gain elementary knowledge of the Albanian language, mathematics, knowledge of nature, the history and geography of Albania; they acquire the first knowledge on political and civil behaviour, artistic and politechnical education, work habits and are physically tempered and developed. During the higher classes of the 8 grade schools (forms 5-8) the pupils systematically study the bases of sciences defined in the teaching plan. In the social subjects Albanian language and literary reading occupy the main place, whereas in the group of natural subjects, priority is given to mathematics which is taught in all classes like Albanian language and literary reading. The studying of foreign languages begins in the 5th form. In some schools experiments have been made to teach a foreign language (English, French, Russian, Italian) since the 2nd form.

For the allround qualitative strengthening of the 8 grade schools the bases of general culture have been extended, giving greater attention to the subjects such as Albanian language, mathematics, chemistry, physics etc. They have been better coordinated and extended in conformity with the age groups.

The teaching program of work habits includes handwork (forms 1-4), wood and metal work, agricultural work and domestic economy (forms 5-8), as well as useful social labour beginning from the 3rd form of the 8 grade school. The education of work habits and useful social labour have a practical character they serve the theoretical and practical training of the pupils for work and to equip them with habits to use simple tools and equipment, to do useful work, to master some knowledge in modelling and technical drawing, of the hygiene and culture of life.

The control and evaluation of the preparation of the pupils is done during the entire school year. To evaluate the amount of knowledge and habits a system of 10 marks is used of which 5 and upwards are sufficient to pass the class. The passing of pupils from one class to the other is done on the basis of their progress during the year. Only the pupils of the 1st class pass into the 2nd class accompanied by the same teacher and their evaluation with marks is done at the end of the second year. At the end of the 8th form the pupils who pass in all subjects sit exams in Albanian language and mathematics orally and in written form. After passing these examinations the pupils are given their certificate. Those who are distinguished in learning and in all the other components of the school and behave perfectly are given the distinctive «Distinguished Pupil», cards of praise and cards of honour, their name is written in the school's book of distinguished pupils etc.

3. Secondary education

Secondary education is one of the important links of the education system, which serves the raising of the educational and cultural level of the youth and the entire people. After completing secondary schooling the pupils either continue further schooling at the higher schools or begin to work in the different fronts of production and construction.

Historically, the development of secondary education in Albania has traversed over a difficult road. In 1938 there were 11 secondary schools of which 5 were secondary vocational schools. The total number of pupils was 1 696 whereas that of teachers. 80.

Immediately after Liberation the Party and our people's power took a series of measures of an educational character to overcome the centuries old backwardness in this field, considering secondary education an important means for the education of the youth and the training of the new intelligentsia. At the 2nd Meeting of the General Council of the Democratic Front of Albania on October 7, 1946, Comrade Enver Hoxha stressed that «The construction of new Albania can not be carried out with illiterate people, but it needs learned people capable of directing the different branches of the economy and the entire life of the country.»¹

From one year to the other, from one five-year period to the other secondary education has been extended and massivised. During these 4 decades the secondary schools have been extended

1 Enver Hoxha, Works, vol. 3, p. 466. Alb. ed.

to every town and region of Albania, to the remote hilly and mountainous regions, where even primary schools were lacking in the past. Today more than 51 per cent of the pupils who finish the 8 grade schools are included in the secondary schools, whereas 20 000 others attend part time secondary schools. Priority has been given to vocational secondary schools, especially agricultural ones, in order to fulfil the task set by the Party of Labour of Albania that even the most ordinary cooperativist should have secondary education. In 1983 compared to 1938 the number of secondary schools increased 30.2 times, the number of pupils 91.9 times, whereas the number of teachers 78.1 times. In 1980 the pupils from the countryside made up about 63.2 per cent of the total number of pupils in the secondary vocational schools, especially the agricultural schools.

Secondary part time education especially vocational education was also extended and massivised. In 1983 about 39 per cent of the pupils who attended secondary schools were included in this category of schools. The raising of the educational level of the working people at part time schools without separating them from productive activity is a phenomenon which is conditioned by the development of our country, the socio-economic demands of the development of the socialist society. It reflects the profoundly democratic character of our socialist order and educational system, which gives all the working people the possibility to raise their educational and cultural level to become capable to effectively manage the state, the economy and culture, to realize in reality the worker control throughout the

entire life of the country regardless of the job they are doing. With the further extension of full time secondary education the scope of part time secondary education will gradually become smaller.

The increase of the number of girls who attend secondary schools is a great success. From the 318 girls who went to these schools in 1939, today they make up 52.1 per cent of the total number of pupils enrolled at the secondary schools and 39.1 per cent of the pupils at the part time secondary schools. In this manner secondary education in our country has really become massive.

Secondary education includes a variety of general and vocational secondary schools part time and full time. Secondary education is four years (form 1-4), it has a unified structure and secures a nearly equal level of basic general culture. The part time secondary schools are a year longer than the full time secondary schools.

The all-round training of the pupils at these schools is realized on the basis of the three components: lessons, productive labour and professional practice, physical and military education, whereas the structure of the school year for the part time schools is simpler. It includes only the lesson component which continues for 40 weeks for the reason that the working people who attend those schools are continually connected with production, and they do their physical and military training in the forms defined by the state, in the frame work of the pre-military and post-military or reservist system, mainly in the free military schools.

The general secondary schools have the aim that after graduating from school the pupils

- have a general ideological formation;
- have the basic knowledge of social political sciences, the natural sciences and the subjects of a technical character, which are carried out in these schools in close connection with life, production and revolutionary practice;
- acquire general politechnical, theoretical and practical formation through the basic theoretical subjects, the technical subjects and productive labour.

The program of the general secondary school harmoniously links general education with politechnical education, work habits, physical-military training and the theoretical formation for their practical use. This allround preparation secures not only the immediate continuation of higher schooling, but at the same time it is a good basis to be prepared for life, it gives the youth the possibility to freely choose a profession according to their own abilities and the interests of society.

The teaching plan of this school includes:

- socio-political subjects: knowledge of Marxism-Leninism, literature, foreign language, history, geography (1 827 hours).
- the basic sciences: mathematics, physics, chemistry, biology, astronomy (1 611 hours).
- professional subjects: technical drawing, knowledge of machinery, electronics (351 hours).
- Physical-military education (568 hours).

Secondary vocational education aims at training pupils for production and the socio-cultural spheres mainly with a broad profile, with ideological formation, with necessary technical and

professional knowledge and habits, on the basis of a broad theoretical horizon so that they are able to continue higher studies, as a rule in the respective branch or in some other branch similar to it.

In the conditions of the technical-scientific development, the secondary vocational schools especially those of the productive sectors (industrial, geology-mining, agricultural, construction etc.) were extended and massivised. Today pupils are trained in more than 60 profiles in the secondary vocational schools.

The secondary vocational schools, full time include:

1. Secondary technical and agricultural vocational schools

a) Secondary industrial schools: the speciality: general mechanics, technological, metallurgical, electric, communication, geology-mining, construction, wood work, textile-knitwear, confections, technology of silicates, food, chemistry, oil processing etc; b) the secondary agricultural schools: the specialties agronomy, vegetable growing, fruit growing, zootechnicians, veterinaries, silviculture etc.

2. **The secondary schools of the socio-cultural profile**

The secondary school of foreign languages, the school of art (instrumentists, singers, figurative arts, ballet), the teachers' training schools, sports schools, medical schools, economy schools, etc.

The programs of secondary vocational schools, according to specialties have different aims. Hence the programs of the secondary technical and agricultural schools, alongside the formation of

the Marxist-Leninist world outlook of the pupils aim to equip them with a general cultural and scientific formation and with a sufficient theoretical base to understand the phenomena and processes of modern production, the ways and technologies of production, to have knowledge on the arrangement of experimental work and the small organization of labour.

The teaching plan of these schools includes the following subjects according to four directions.

— Socio-political subjects: knowledge of Marxism-Leninism, literature, foreign language.

— Basic scientific subjects: Mathematics, physics, chemistry.

— Professional subjects (according to the specialty) for example: for the mechanical specialty the plan includes the following subjects: technical drawing, mechanics, technique, hydrothermotechnics, mechanical technology, knowledge of machinery and tractors, the bases of repair and organization, electrotechnics.

Physical-military education.

The development of the technical-scientific revolution, the demands of the present and the perspective of the socio-economic development of the country, the ever greater amount of contemporary science makes necessary the reviewing, refreshing and drafting of new programs and texts on a broader scientific basis, making changes in the conceptual apparatus and re-systemization of scientific information in more compact and allround structures, which greatly increase the specific weight and markedly extend the field of implementation. Hence the new programs of the socio-political subjects were further

enriched with new materials of the Party and the Works of Comrade Enver Hoxha, with the achievements of our social sciences and the criticism was increased towards bourgeois revisionist theories and anti-scientific reactionary anti-Albanian theses. Marked improvements have been made in the programs of the basic scientific subjects such as mathematics, physics, chemistry, biology where the contemporary scientific information is more plentiful. The program of mathematics has been enriched with new information from disciplines of a theoretical and implemtary character such as mathematical probability, statistics, mathematical logic and the present day algebra; the program of chemistry is set up on the basis of the theory of the atom and chemical connection; the program of biology includes new knowledge and concepts from molecular biology, genetics, and genetic engineering etc.

Changes and improvements have been made in the programs of the subjects of professional culture, unburdening them of excessive concepts and information, from the parallelisms and unnecessary repetitions completing them with new contemporary scientific information. The practical and laboratory work takes up a more extensive place in the new programs.

In conformity with the improvements of the new programs new text books are being published and work is being carried out for the further revolutionisation of the teaching methods and methods of learning to raise the productivity and the efficiency of the teaching-educational process. The increase of practical lessons, experimental work, independent works, the extension of scientific experimentation, the better organization of

the work of the pupils in out-of-school work groups, competitions and olympiads have influenced in the stimulation of the creative thinking of the pupils in the active and stable mastering of knowledge.

Productive labour and professional practice, along with the ideological tempering of the pupils also equips them with polytechnical and professional knowledge, they become acquainted with the bases of socialist production, are equipped with culture and work habits and proletarian discipline at work, they are acquainted with different vocations, with technical means and documentation, it makes them more agile and teaches them the manner of planning and organizing work, the rules of technical security, they become capable to independently solve the tasks of production etc.

The place, character and forms of productive labour and vocational practice is defined by the profile of the school. At the general social cultural secondary schools, productive labour is carried out 3 weeks a year, at the productive bases of the schools or out of the schools in broad production. The pupils of the vocational social political schools do vocational practice in the last years.

During the first two years of the technical and agricultural secondary schools productive labour and vocational practice which have a teaching character are carried out over 4 weeks, whereas during the two last years in 8 weeks. During the first years the productive labour and vocational practice are carried out on certain days during the entire school year and are done mainly at the school bases or out of school, under

the direction of instructors or specialists of production; whereas during the third and fourth years they are carried out for two months on end mainly in workshops at the industrial or agricultural enterprises. In each case the productive and practical activity is accompanied with the necessary explanations and instructions. The work day, norm and other problems of an organizational financial and pedagogical character are defined in special instructions.

Physical and military education realizes the allround physical development, strengthens the health and the military training of the youth to always be ready for work and the defence of the socialist homeland.

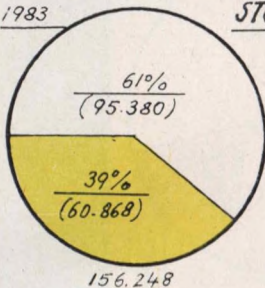
Physical and military training is done 2 hours a week in all the classes of the secondary school in conformity with the age and sex. Priority is given to light athletics and exercises. During the first and second forms military training is carried out 3 hours a week. During the other years it is done at school or in the free military schools divided into: 1 week for the theoretical part (2 hours a week during the first term) and 2 weeks for training which is done at the end of the school year. Military training is carried out on the basis of the Military Art of the People's War so that the pupil is capable of carrying out the tasks of the soldier in all kinds of fighting. The organization and development of this training is defined in special instructions.

4. Higher Education

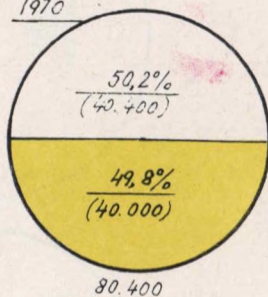
The creation of higher education immediately after the Liberation of Albania is one of the important works of the Party and Comrade

THE COMPOSITION OF STUDENTS ACCORDING TO THE SYSTEM

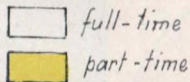
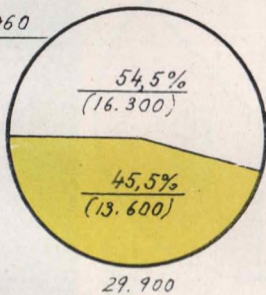
1983



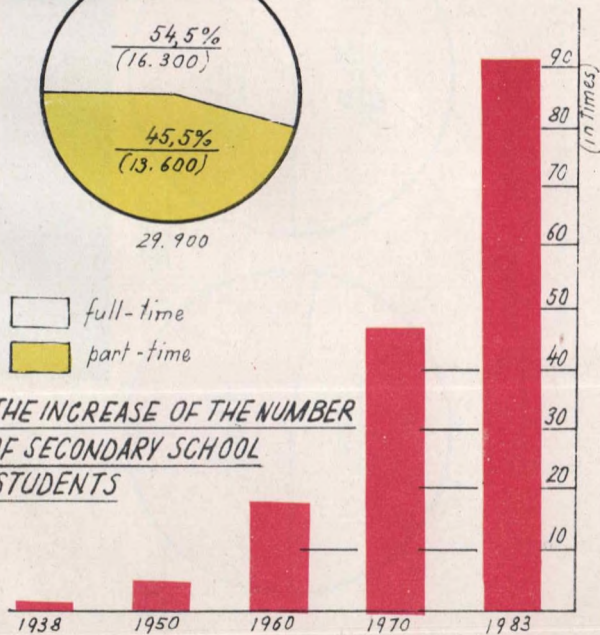
1970

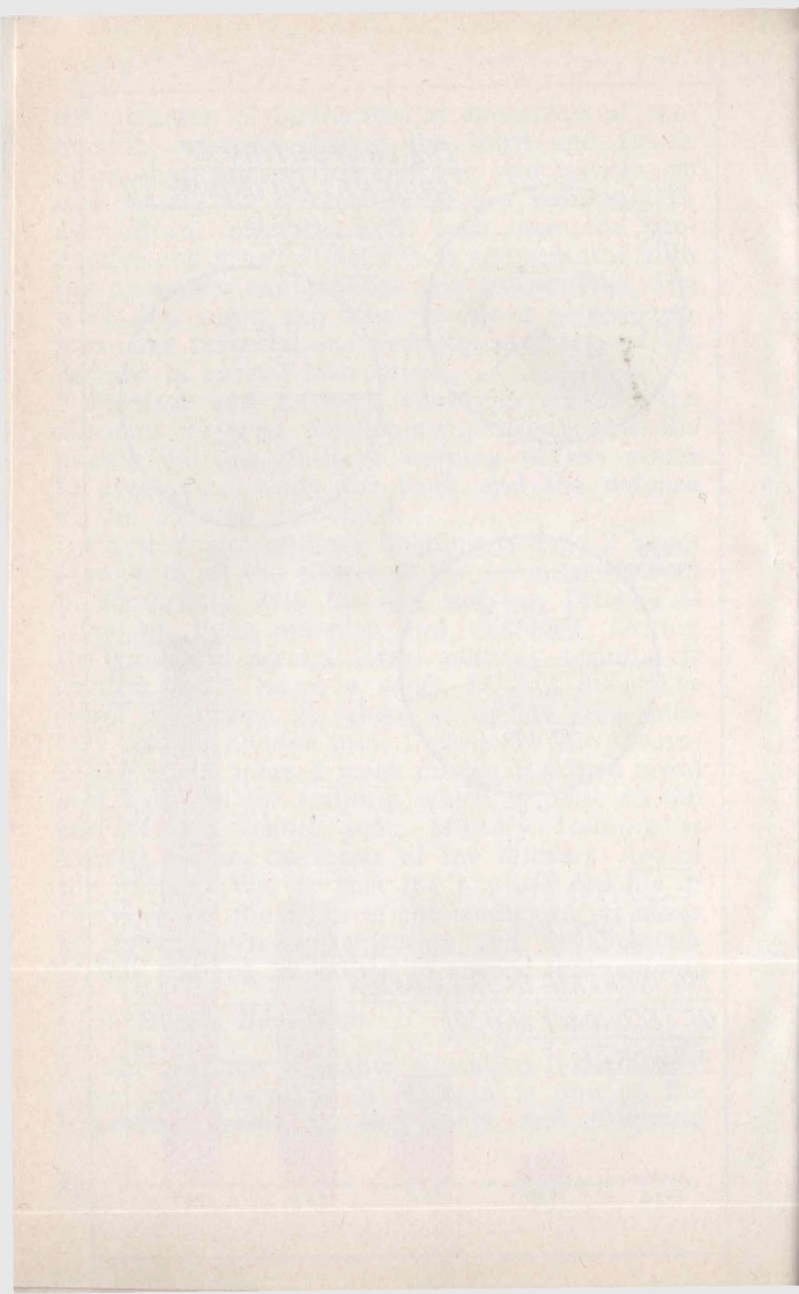


1960

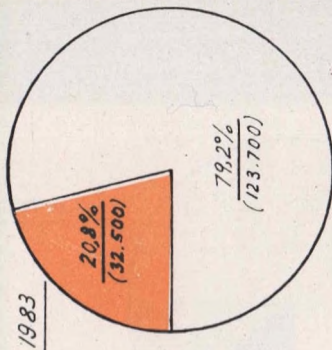
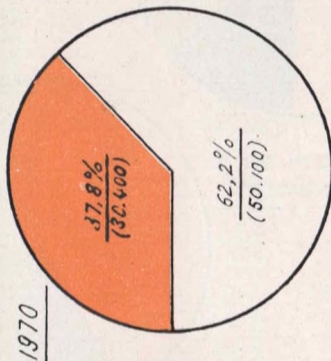
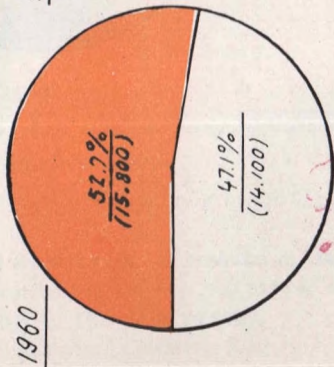



THE INCREASE OF THE NUMBER OF SECONDARY SCHOOL STUDENTS

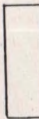




DISTRIBUTION ACCORDING TO THE CATEGORY OF SCHOOLS



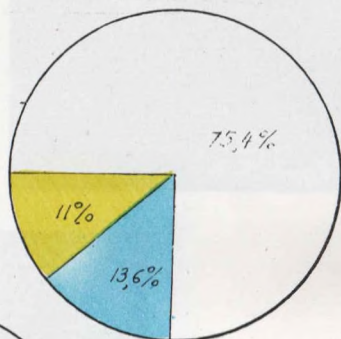
 General secondary education

 Vocational secondary education

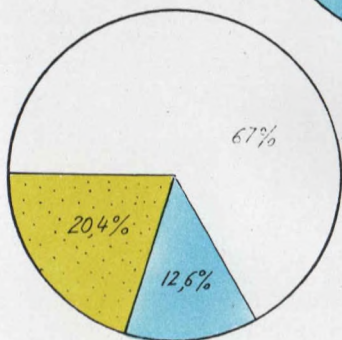


THE EXTENSION OF THE THREE COMPONENTS IN THE CONTENTS OF SECONDARY SCHOOLS.

A. THE GENERAL SECONDARY SCHOOLS



B. THE VOCATIONAL SECONDARY SCHOOLS



- Lessons
- Physical and military education
- Productive labour
- Productive labour and vocational practice

*Note: The working day of productive labour takes 6 hours a day for the I-II grades and 8 hours a day for the III-IV grades.
Grouped drilling takes 5 hours training.*

THE UNIVERSITY OF CHICAGO



FIGURE 1
RESEARCH INTERESTS

II. THE RESEARCH
SECONDARY SCHOOL



Legend:

- White
- Light Blue
- Light Green
- Dark Blue

The research interests of the students and faculty are shown in the pie charts above. The research interests of the students are shown in Figure 1 and the research interests of the faculty are shown in Figure 2. The research interests of the students are more diverse than those of the faculty, with a larger proportion of students interested in the study of the mind.

A lesson of the first form.



Pupils of the 7th form in a biology class

Pupils in the physics cabinet





A lesson of 4th form



A physics class in the cabinet



In the foreign language laboratory

On a labour action



A physical-culture class in the school gymnasium

Military training





THE UNIVERSITY OF CHICAGO
LIBRARY

UNIVERSITY OF CHICAGO
LIBRARY

Enver Hoxha. It was extended, massivised and strengthened from one stage of development to the other, in conformity with the economic, cultural and social development of the country.

In 1946 the two year teachers' training institution was opened in Tirana which was later called the «Aleksander Xhuvani» Teachers' training Institute, with 200 students, 4 chairs, 3 laboratories and 12 lecturers. In 1947 the Institute of Sciences was created. Later several other higher schools were created such as: The 4 year Teachers' Training Institute (1951), the Agricultural Institute (1951), the Politechnical Institute (1951), The Medical Institute (1952), the Economics Institute (1952), the Juridical Institute (1954), which played a great role in the training of the new intellegentsia which together with the working class and the cooperativist peasantry bore the burden of the construction of the new socialist society.

On September 16, 1957 the University of Tirana was created. The setting up of the University in the epoch of the Party was not only a desire of the broad masses of the people, but also an indispensable need, a means of struggle of prime importance in the battles for the construction of socialism. During the first year of its opening the University had 6 faculties, 45 chairs and 15 specialties with 3 613 students who attended full time, part time and correspondence schools, and 200 lecturers and scientific workers.

Alongside the extension of the University other higher schools were created such as The Higher Teachers' Training Institute in Shkodra (1957), The «Vojo Kushi» Institute of Physical Culture

in Tirana (1960), the Higher Institute of Arts (1966). In 1971 two more teachers' training higher institutes were opened in Elbasan and Gjirokastra as well as the Higher Institute of Agriculture in Korça. Affiliates of the University of Tirana were opened in Berat, Fier, Elbasan, Korça etc.

Higher education in Albania is an important link of the educational system which trains higher qualified specialists, with a generally broad profile and fulfils the needs of the economy, culture and defence of our socialist homeland. At the higher schools the students are formed politically and ideologically, they are equipped with the Marxist-Leninist world outlook, with culture and profound scientific knowledge, they become capable to competently cope with the tasks set forth by the construction of socialism at present and in the future.

Higher education may be part time or full time. It includes the University of Tirana and its affiliates and the Institutes. The university is organized on the basis of faculties and trains cadres indispensable for production, the economy, culture and education. The institutes are set up on the basis of faculties and branches and are of a certain direction (the Institute of Teacher's Training, of Agriculture, Art, Physical Culture). The schedule of studies at the full time higher schools according to the specialty is 3, 4 or 5 years.

The higher schools or their affiliates have an entire system of part time higher education which the workers and peasants attend. The schedule of studies at these schools is a year longer than that of the full time schools.

On the 25th anniversary of its creation the University of Tirana had 8 faculties, 5 affiliates, 35 branches, 84 chairs, 42 specialties, 8 781 students and 743 teaching and scientific working people. From 1957 to 1982 30 000 cadres have acquired their diplomas at this university.

The following table shows the dynamics of the development of higher education in Albania.

The school year	Number of higher schools	Students in thousands			Females %	Teachers %
		full time	part time	total		
1938	—	—	—	—	—	—
1950	1	0.1	0.2	0.3	—	13
1960	6	3.5	3.2	6.7	16.6	288
1970	5	10.7	14.8	25.5	32.5	926
1983	8	14.5	4.9	19.4	46.4	1360

Today cadres are trained at our higher schools in 68 specialties. They are fully capable of directing the modern machinery and technique, to direct the extended socialist production, art and culture. In 1938 Albania had only 380 higher cadres, whereas during the last three years about 8 200 people completed their higher studies. The number of working people of higher education has especially increased in several certain specialties such as engineering, agriculture, medicine and economics.

At the same time the number of students from the ranks of the working class and cooperator peasantry has increased. An average of 32 per cent of the students who have been

accepted into the university of Tirana during recent years were of a worker origin, whereas 70.5 per cent of the students at the Higher Institute of Agriculture in Tirana are from the countryside. The number of students from the countryside has also increased in the branches of teachers' training and medicine, as well as those of a worker and cooperativist origin in such higher schools as The Higher Institute of Art, the «Vojo Kushi» Higher Institute of Physical Culture.

The creation of the new people's intelligentsia which has emerged from the ranks of the workers and peasants, loyal to the end to the cause of the revolution and socialism, testifies to the development of our people's education and at the same time is a direct result of this education. Our people's intelligentsia are constructing the economy and culture. This was clearly seen especially at the time of the withdrawal from our country of the Soviet specialists in 1961 and the Chinese specialists in 1978, when our economy and culture not only did not remain at a standstill, but on the contrary the tasks which had been foreseen were realized and in many sectors were overfulfilled.

* * *

The pupils accepted into the higher schools are those who complete their secondary studies with very good results, keeping in mind the average mark of the pupils and their demands. The entry to the Higher Institute of Art, the «Vo-

jo Kushi» Higher Institute of Physical Culture and the branch of architecture at the faculty of construction engineering of the University of Tirana is done on the basis of a competition. The acceptances into higher schools are done on the basis of the state plan according to criteria established by the Ministry of Education and Culture. The students are allowed to live in the hostels, to study in the libraries, to be educated and recreate in the students' clubs free of charge, they also take part in many activities which are organized out of school. The students with a small family income are given bursaries. After graduating from the higher schools every student is guaranteed a job according to his specialty.

The teaching educational process at the higher schools is set up on the basis of the three components: lessons, productive labour and professional practice, physical and military education, broadly combining the educational and scientific teaching activity of the lecturers with that of the students, who take part actively in the entire life of the higher schools.

Alongside the extension and further massivisation of higher education, *priority has been given to its qualitative raising*, for the better ideo-scientific training of the students in conformity with the demands of the present and perspective stage of the economic, social and cultural development of our country. On the basis of the orientations of the 8th Congress of the Party and the Decisions of the Political Bureau of the Central Committee of the Party in June 1982 the destination of each branch of the higher school was better defined; in some branches the

school schedule was lengthened, better coordination was made between the ratio of the three components, in the ratio between the group of basic theoretical subjects and theoretical subjects of the specialty; in the enrichment of the specialty subjects with new scientific information, the generalizing structures were more broadly used and room was made for new methods in several subjects.

The Marxist-Leninist ideological axis is better placed at the centre of the entire school program along with the theoretical thinking of the Party of Labour of Albania and Comrade Enver Hoxha, as well as the experience of the socialist construction in Albania. The socio-political subjects (History of the PLA, Political Economy and Dialectical and Historical Materialism) are unified throughout all the higher schools in volume, order and extension. In the teaching plans of the branches which teach Albanological subjects improvements have been made in favour of the subjects of a national character, to more profoundly and extensively reflect the achievements of the studies in the field of our sciences, and alongside them special courses have been opened.

In the new teaching plans special attention was paid to the strengthening of the basic theoretical subjects and the theoretical subjects of the specialty. Keeping in mind the development at very rapid rates of mathematics, physics, chemistry etc., which make up the theoretical basis of the applied disciplines, techniques and technology, priority has been given to the increase of new indispensable scientific information. For this reason alongside the increase of the volume of knowledge, the teaching plans have envisaged

a more rational extension of these disciplines. The specific weight of the basic theoretical subjects has increased in nearly all the new teaching plans.

Attention has also been paid to the better basing of the theoretical subjects of the specialty on the basic theoretical subjects, their better placing and spread through time and at the same time their specific weight has increased in the theoretical formation of every specialty.

The new teaching programs have been compiled keeping in mind the principle of the training of higher cadres *with a generally broad profile*. In some branches such as that of mechanics, electric engineering, construction, architecture, geology, mining etc., a division into narrower profiles is made especially during the 3rd and 4th years.

During the compilation of the new teaching plans attention has been paid to the *productive labour and professional practice, conceived as an entity in content and organization*. In the technical branches this component has been given 20 weeks. In the branches of social and natural sciences and medicine, productive labour and professional practice have 16-20 weeks, depending on the schedule of studies and the peculiarities of the specific branches. At the faculties of the Higher Agricultural Institute they take up 18-20 weeks (only in the veterinary faculty do they take up 23 weeks), at the Higher Institute of Art 16-20 weeks except the branch of figurative arts (27 weeks), and the Institute of Physical Culture 12 weeks.

Physical and military training in all higher schools is carried out in 3 weeks a year during

the entire period of studies. During the first term a week of theoretical lessons is carried out in class, whereas during the second term of each school year group training is organized. At the Higher Institute of Physical Culture it is carried out in 4 weeks, 2 weeks lessons and 2 weeks group training.

To secure a sounder and more complete training of the higher specialists the time of lessons has increased. Thus at the branches of the Engineering faculty the period of lessons takes up 132 weeks from 100 to 108 it took up in the previous plans, in the Faculty of Geology and Mining 125 weeks from 102-105 it was before. In the faculties and branches where the time schedule of studies was not changed there is an increase from 2-6 weeks of lessons.

The new teaching plans have taken into consideration that the weekly load of the students should not be more than 34 hours in the technical, natural, agricultural and medical branches and 30 hours in the social cultural ones. The load of the student in class has also been lowered so that he has more time for independent work and for the better mastering of knowledge.

All the plans envisage two examination seasons: the winter one at the end of the first term and the summer one at the end of the second term. The introduction of new subjects and the division of subjects which were mechanically joined has brought about the increase of the number of disciplines in nearly all the branches. The majority of them are passed through term or annual examination. It has been kept in mind that for one year there should not be

more than 9 examinations (annual and term). The students are given 6 weeks for examinations in all higher schools.

The subject of physical culture at all higher schools is envisaged to be liquidated through signature.

Changes have also been made in the teaching plans of the faculties of teachers' training and the higher institute of teachers' training. Now that the studies in all branches of teacher training of the university as well as those of the higher institutes of teachers' training continue for 4 years the volume and content of pedagogical and methodological subjects has been better defined. The achievements in the field of pedagogy and psychology, the experience of our socialist school in the direction of the education of the younger generation find a broader reflection in these plans. In all branches of teachers' training these subjects are liquidated through examinations.

* * *

The programs which were compiled during recent years at the university and the other higher schools secure a good level of political education and ideological formation of the students through the socio-political subjects and the theoretical forming subjects. In the teaching of biology, genetics, physiology, biochemistry, chemistry, physics etc; the level of materialist interpretation of the fundamental laws has been

strengthened in every discipline, the advanced experience and methods and the achievements of our country and those of contemporary technique and technology has been better reflected.

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In the higher schools attention is paid to the scientific research activity, the further strengthening of the links between life and practice. This principle finds implementation in the extension and perfection of the practical laboratory work, in productive labour and teaching practices, in the participation of the lecturers and students in scientific experimentation for the solution of technical and technological problems in the production enterprises, as well as in the entire teaching-educational activity.

Scientific research work is carried out in a qualified manner according to program, in conformity with the demands of the socialist construction of the country and the teaching-educational process itself. It is mainly a component part of the state plan for the development of science and technique and is directed towards the solution of the problems of the present and the future. The higher schools and the research-scientific institutions work according to annual and five-year plans.

Study activity is mainly concentrated on the solution of important problems of production and the economy, such as the discovery and introduction into the people's economy of new na-

tural resources of the land and the underground; in the exploitation, processing and frugal use of the natural and mine resources; in the optimal distribution of the water and energy reserves on the basis of schemes of the exploitation of the water power of the rivers, in the construction of new projects, with a high level of concentration and production of technical equipment; in the extension of new branches, in electrification, mechanization and automation of production, in the introduction of new advanced technology, in the intensification and modernisation of agriculture, in the scientific treatment of the land and the increase of productivity of all agricultural and livestock products, in the production of selected seeds and hybrid for all plants; in the problems of a better studied and correct distribution of agricultural cultures; in the concentration and specialisation of agriculture in the mechanisation of work processes, in the extension and deepening in the field of economic, historical, linguistic, pedagogical aesthetic sciences etc.

Alongside these, the higher schools publish a considerable amount of scientific bulletins such as: «The Bulletin of Medical Science», «The Bulletin of Natural Sciences», «The Bulletin of Technical Sciences», «The Bulletin of Agricultural Sciences» etc. The higher schools have also published a series of scientific works, monographs, dissertations, designs. During 1983 alone 108 new text books were compiled at the university, 33 others were reviewed, there were 22 scientific publications and monographs, whereas the Higher Agricultural Institute published 9

monographs, 3 pamphlets, 82 scientific articles and 80 articles of different problems.

In this broad scientific activity an important place is occupied by the organization of scientific conferences and sessions, the preparation of papers and scientific information.

The participation of the students in the research-scientific activity is a clear index of the implementation of the directive of the Party that the student must be prepared at school to take part actively in the technical-scientific revolution. This is realized through the participation of the students in the scientific work of the chairs, in scientific associations and groups, through course works, the compilation and defence of diploma theses. 116 scientific circles function at the university with about 1 500 students participating, whereas at the Higher Institute of Agriculture in Tirana, last year 33 per cent of the students took part in scientific work included in 36 scientific circles.

A broad material laboratory base has been put at the disposal of the scientific work of the higher schools along with technical scientific equipment and literature. For the best works of the lecturers, teachers and scientific working people grades and scientific titles, decorations, orders of labour and prizes of the Republic are given.

The higher schools, the University of Tirana in particular, have ties with many teaching and scientific centres of different countries of the world. Our lecturers and scientists have worthily represented Albanian science at many international scientific activities,

5. Post university specialisation

Post university specialisation is a separate link of our educational system. There the higher cadres are trained in narrow specialities, according to the demands of the economy and culture. This specialisation is realized at the university of Tirana and the other higher schools in collaboration with the interested central institution.

Post university specialisation according to the respective field continues from 1 to 3 years. It is organized at the higher schools of the country mainly at the University of Tirana, the Higher Institute of Agriculture, the Higher Institute of Arts and the «Vojo Kushi» Institute of Physical Culture, and is carried out on the basis of regular teaching plans and programs. During 1984 alone at the university of Tirana and the Higher Institute of Agriculture 47 such courses were opened.

The programs of the courses of post university specialisation contain subjects of narrow specialties, which are realized through lectures, individual studying and activities of a practical character, such as laboratory work, work in the clinic, work in the experimental stations etc. Special attention in these courses is paid to individual scientific work for the preparation of the diploma work. During the course seminars, colloquiums, discussions of designs and diploma works are organized. After each cycle of lectures exams are taken and at the end of the

course a diploma is defended and the respective certificate is given.

It has been envisaged that in the future apart from the existing courses *other courses for new specialties will be opened* such as for informatics, food analysis, the exploitation and processing of timber, the technology of paper processing, non-ferrous metallurgy, processes and apparatuses of the chemical industry etc. In this way the demands for new profiles which the further development of the economy and culture in Albania will demand, will be solved.

III. THE ALLROUND COMMUNIST EDUCATION OF THE YOUNGER GENERATION

At our socialist schools alongside the lessons and other activities on the program, which are unified and compulsory, educational work out-of-schools is also organized, it has the aim of fulfilling and deepening the teaching-educational work, to better acquaint the pupils and students with the social life and the revolutionary practice, to develop their talents and abilities, to encourage them for many sided social and creative activities in the service of the socialist homeland.

In general the education work, and in particular that out of school is done on the basis of the principles of scientific socialism. It includes different aspects of the life of the pupils, is carried out in free time and on a voluntary basis, according to the interest of each person and is carried out with clearly set aims, according to the orientating program of the educational work compiled by the Institute of Pedagogical studies and special instructions of the Ministry of Education and Culture. It is the continuation of the teaching-educational process which does not overload either the pupils or the teachers,

The out of school educational work with the pupils is organized by the school directories and the tutors of each class, in collaboration with the pioneer and youth organizations. The teachers and other working people of the schools along with the parents' committees take part in it. At the secondary schools which have a great number of pupils, special instructors are appointed for the organization of mass cultural work.

The directions of the out of school work are of different kinds. They include the mass of pupils in all aspects of communist education, from ideo-political, scientific, cultural-artistic activities, to the sports and physical culture ones.

In the out-of-school educational work an important place is taken up by the work for *the ideological, political and revolutionary patriotic education of the pupils*. For the realization of this task the schools have elaborated many forms and have gathered a rich experience. In many schools the youth and pioneer organisations carry out the organized studying of the History of the Party of Labour of Albania, the Works of Comrade Enver Hoxha and especially the series of memoirs of Comrade Enver Hoxha, such as «When the Party Was Born» (1981) «With Stalin» (1979), «The Khrushchevites» (1980), «The Titoites» (1982), «The Anglo-American Threat to Albania» (1982), «Years of Childhood» (Memoirs of Gjirokastra) (1983), «Among Simple People»

(Memoirs) (1984), «For You Pioneers» (1979) etc. The initiatives which have burst out among the youth organizations «To proceed in the traces of the history of the PLA», «To become acquainted with and educated by the example of the hero the name of which our school bears», «To study the biographies of the martyrs of our region, city quarter or district», «To become acquainted with historical sites, etc., have aided in the patriotic and revolutionary class education of the youth. Many of these activities have been concretized with scientific sessions and with the setting up of school museums.

Of interest are the *meetings of the pupils with veterans of the Anti-fascist National Liberation War and with people of the vanguard, innovators and rationalisers, their visits to the work and production centres*. These activities have a positive influence on the revolutionary formation of the new generation and their education with the example of the working class.

The political informations, the development of different political-cultural activities, on the occasion of the national and local festivities, the acquaintance with the important events of the present through talks, discussions, confrontations and competitions aid in the formation of sound and profound convictions among the pupils. Through them they are drawn more extensively into the daily political, cultural, economic and social activity. The visits to museums, the walks and marches to historical sites etc., are also attractive forms which are often practiced in the mass political activity with the pupils. Lively work is done to educate the children with the revolutionary patriotic traditions of

the past, to arouse national pride for the history and vitality of the Albanian people who have blazed the road of history sword in hand, and to become acquainted with the misery of the people and their oppression in the past under the exploiting classes. In this manner the children better understand the radical changes which have been brought about after Liberation, under the leadership of the Party and Comrade Enver Hoxha, during these four decades of our People's power. This is accompanied with extensive work to unmask the predatory and chauvinist policy of the two superpowers and the other capitalist and revisionist countries, as well as to make clear the poverty, and oppression which prevails over the countries of capital, and the struggle of the working masses under the leadership of the Marxist-Leninist parties, for social justice, progress and socialism.

Extensive work is also carried out with the pupils *to extend their scientific and politechnical horison, to develop the creative abilities, imagination and to prepare them for the future pratical activity.* This is realized through *different circles and subjects* in the schools and the out of school institutions, which have assumed a mass character from one year to the other.

In many schools of the country the work circles «the agile hands» function: those of the young carpenters, radio technicians, electric technicians, cinema operators, chemists etc., who make machine models, which are used for demonstration in lessons of different subjects. The pupils of many secondary schools work for the installation of the electric network in the school or in the new buildings which are set up through

voluntary work, for the loudspeaker system of the school or the region where they live, for the production of details and tools etc. In some circles there is a tradition established for the *opening of technical exhibitions*, with the creations of the pupils (The first National Exhibition of Young Technicians was opened in Tirana in 1962).

For a long time such work forms have been practiced as competitions and olimpiads for separate subjects or themes: the competitions on the History of the PLA, the History of Albania, the physical and economic geography of Albania, the olimpiads in mathematics, physics, chemistry etc. These are carried out on the basis of a school, zone, district and on a national scale. The Ministry of Education and Culture in collaboration with the Central Committee of the Youth and the Radio television engage in their organization, also acquiring the aid of the higher teaching and scientific institutions of the country.

Also broadly extended are the circles of *the young naturalists, geologists, livestock raisers, gardeners etc.*, which aim at educating in the children love for life in the countryside and work in agriculture, as well as care for nature.

Every 8 grade school in the countryside and many others in the towns have their school gardens of different sizes in conformity with the number of pupils, where they cultivate different kinds of plants (breadgrain, vegetables, fruit trees), experiment new hybrids of seeds etc. Whereas the secondary schools of agriculture, in the countryside, have their productive bases, agricultural and livestock economies, where alongside productive labour and teaching practices

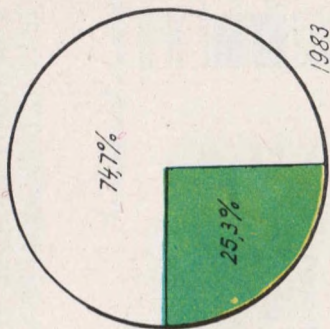
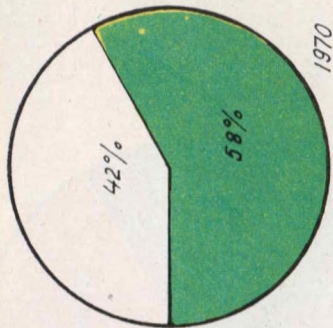
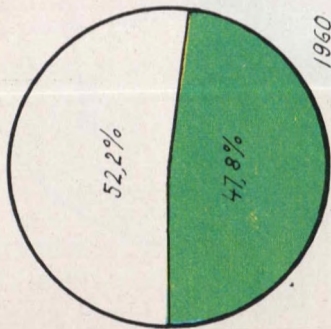
they carry out many other jobs of a selecting, experimenting character turning them into real centres of the continual raising of the productivity of agricultural and livestock products.

The circles of the young naturalists which are set up at the schools or in out of school institutions maintain continual connections with the research-scientific institutions, collaborate with them, take instructions from them and carry out different tasks. Some circles pay attention to the greenery of the city, the village and the maintenance of the environment. Exhibitions and meetings on a school, zone or district basis are organized with the materials gathered and experimented.

A special place is occupied in the out of school educational activity *for the ideo-aesthetic and artistic education of the young generation* which aid in the education of sound tastes to understand, evaluate and introduce the beautiful in the daily life, to develop the creative abilities and forces of the children. The forms of cultural-artistic work with the school, on a district and national level are many: the school *choirs, the week of partisan songs, the festivals of artistic groups, with songs and dances, the children's ensembles, the competitions of artistic reciting, the drawing circles, theatre, variety shows, dances and orchestres, with folk instruments, the ensembles of songs and dances* and the pioneer's houses, *the children's bands* etc.

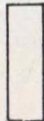
On the occasion of national festivities at the schools and institutions literary-artistic afternoons are organized, song festivals, competitions of variety shows, theatrical concerts, meetings with working people of art and culture, with

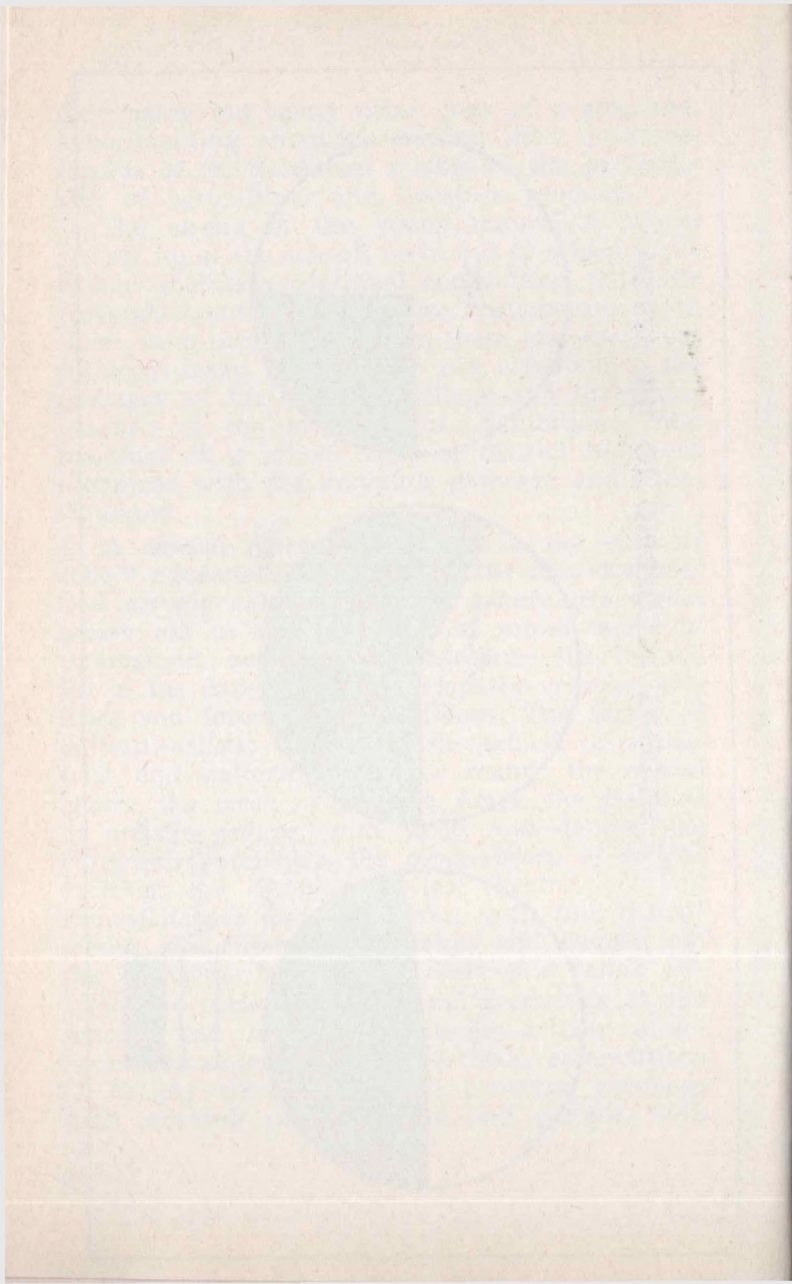
STUDENTS ACCORDING TO THE SYSTEM.



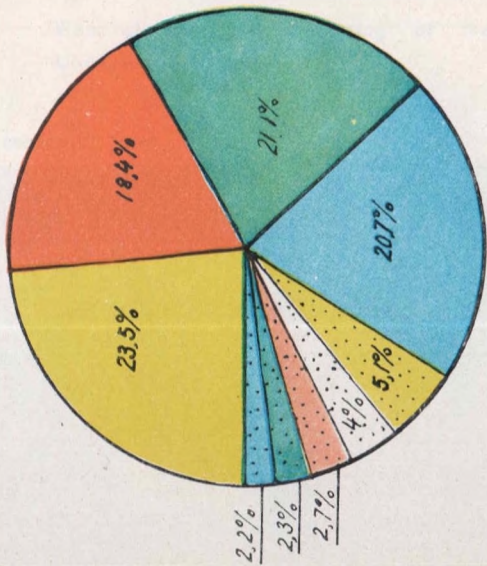
full-time

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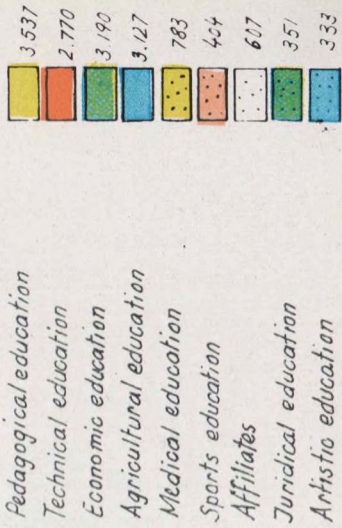




THE NUMBER OF STUDENTS IN HIGHER SCHOOLS ACCORDING TO THE SECTORS (1980-1981).



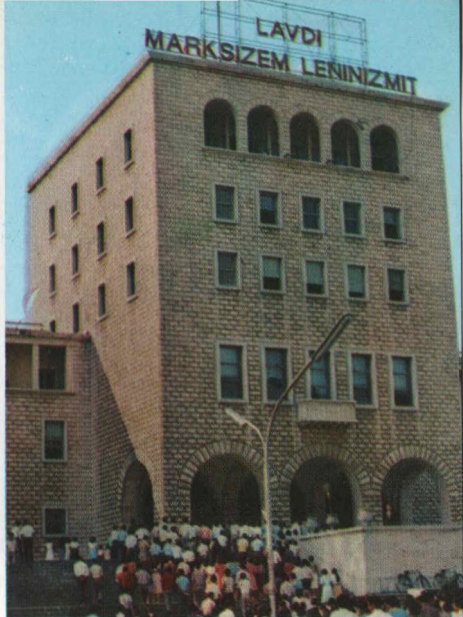
The number of students



1881

2





View of the main building of the
University of Tirana

The students' town





A lecture of the students of the electric engineering branch

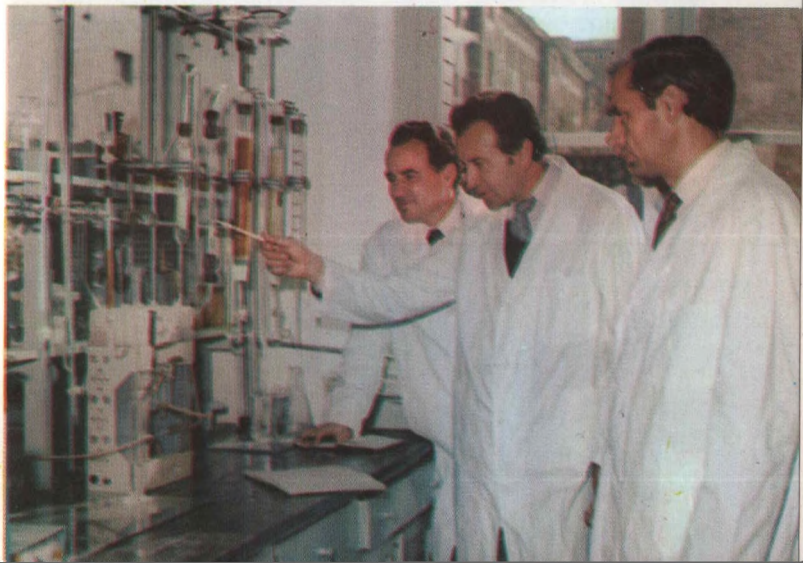
Laboratory work





Laboratory work with electronic microscope

At the laboratory of chemical technology of the Faculty of Natural Sciences





Students of the branch of figurative arts at the Higher Institute of Arts

Gymnasts of the «Vojo Kushi» Institute of Physical Culture.



merited artists of the people etc. at which the pupils participate broadly.

Each year on a school level, that of a zone or district, song festivals for tenderfoots and pioneers are organized and on their basis the *National Festival at Shkodra*. At the song festivals for tenderfoots and pioneers which were organized this year, more than 600 songs were sung by soloists, complexes and choirs of the schools and the palaces of pioneers.

It has now become a tradition that each year a National Exhibition of Figurative Arts is organized with the best works of the tenderfoots and pioneers. At the National Exhibition of Figurative Arts in 1983, more than 270 children presented their works with graphics, water colour and oil sculptures and applied arts. The works present the life of the children themselves, the beauties of the Albanian nature, the socialist transformation which have occurred everywhere in our country. The best works of our children have also been welcomed at the exhibitions in Egypt, France and other countries.

The 8 grade schools of music and ballet, the secondary schools of art, the art circles opened at the pioneer houses, the palaces of culture, the hearths and houses of culture in the countryside, play a special role in the aesthetic education and development of the children's talents. Throughout the entire country there are 17 8 grade schools of music 9 secondary schools of art and 220 music classes.

The first school for drawing in Albania was opened in Tirana in 1932 through the many efforts of the progressive Albanian forces which fought for a realist art closely linked with life,

with the problems of the people. Distinguished artists of our country taught there such as the painter Andrea Kushi («Painter of the People»), Abdurrahim Buza («Painter of the People»), Odhise Paskali («Sculptor of the People») and others. After the Liberation in 1946 the «Jordan Misja» artistic lycée was opened in Tirana with the branches of music, figurative arts and choreography.

The 8 grade schools of music and ballet as well as the secondary schools of art aid in the amateur artistic movement, in the invigoration of the artistic and cultural life of the country, as well as in the training of the pupils to later enter the Higher Institute of Arts.

During the coming five-year plan it is envisaged that classes of music will also be opened in several other centres of the districts, in some small industrial towns and agricultural cooperatives along with the branch of drawing in the 5th classes of the 8 grade school, the secondary schools etc.

Alongside these the films always remain dear to the children and the youth. Each year 15 feature films are produced of a long run along with tens of documentary films and newsreels among which a great number are for children.

Literature and out of class reading has great importance for the ideo-political and ideo aesthetic education and general intellectual and spiritual development of the younger generation. Every 8 grade and secondary school has its own library. Their fund is continually enriched with political, artistic and technical-scientific literature, in conformity with the teaching programs

and the books which are given for out-of-class reading.

Alongside the school libraries, there are special libraries for children, in fact in all the libraries of the towns there are special halls for the children. They collaborate with the schools and the parents, organize the movement «*the friend of the book*» and «*the young friend of the book*».

A rich literature for children, stories, novels, poetry, poems and fairy tales are published in Albania. During the last ten years alone (1973-1983) the «Naim Frashëri» publishing house has published 741 books for children with an average output of 600 000 copies of which 62 are novels.

For the children and the youth a series of newspapers and literary and scientific magazines are published such as: the newspaper «Zëri i Rinisë» (The voice of the youth), their scientific magazines «Shkenca dhe Jeta» (Science and life), and «Horizonti» (The Horizon), the political-literary magazine «Pionieri» (The pioneer), the literary artistic magazine «Fatosi» (The tenderfoot) for the children of the first classes and for the children of pre-school age the magazine «Yllkat».

To spread the books and promote them at school and out of school meetings are organized with writers; competitions, conferences and creative discussions are organized on the best books. In some schools the week of the book has become a tradition, this is accompanied with different activities such as discussions on books, ceremonies

for the awarding of the distinctive title «The young friend of the book» and «The friend of the book» which increase the pupils' interest in books.

* * *

Special attention is paid to the work out of school for the physical and military education of the younger generation. At each 8 grade and secondary school gymnasiums and sports grounds have been set up which are equipped with different sports means. The decision of the Council of Ministers in 1972 «On the further improvement of the material base for the education, recreation and rest of the children and youth» and the measures taken by the executive committees of the people's councils for the carrying out of this decision, accompanied by the initiatives of the schools for the enrichment of this base with their own forces have created ever more possibilities for the cultured recreation and rest of the children and youth and for the development of an allround physical culture and sports activity.

The physical culture and sports activity out of the teaching process is organized on the basis of a sports collective which includes the mass of pupils who take part in the teams of athletics, gymnastics, football, volleyball, basketball, alpinism, swimming etc. The number of sports teams of schools has increased from one year to the other. At present there are 7000 teams in the schools with 73500 participants. The physi-

cal culture and sports activity is carried out on the basis of the annual sports calendar which is approved by the sports council and the school directory. This calendar includes activities for the tempering of the pupils, marches, easy mountain climbing, folk games, championships for each separate branch of sport as well as the spartakiad between classes. Schools also organize physical culture and sports manifestations, mass running competitions, sports day, physical and military competitions, races between schools on the basis of a zone or district. It has now become a tradition that the school year is closed with a physical culture and sports manifestation of the school. On a district level spartakiads and folk games are organized whereas on a national level manifestations and spartakiads, national festivals of folk games are organized which include tens of thousands of working people, youth and pioneers. At the National Spartakiad on the occasion of the 40th anniversary of the Liberation of the Homeland and the triumph of the People's Revolution in Albania, alone, more than 760 000 people took part the majority of whom were pupils and students, whereas in the physical culture and sports manifestation of the pupils and students of Tirana 24 000 people took part. Of great interest are the swimming races which are organized in some cities such as in Saranda, Vlora and in Durrës and the skiing competitions in Korça, Kukës and Peshkopia.

Importance has been paid to the development of alpinism, marches and different excursions. All these along with physical tempering also serve to become better acquainted with the birthplace and with socialist Albania, to broaden the

cultural and scientific horizon of the pupils.

The sports classes in the 8 grade schools of the town and countryside aid in the improvement of the physical culture and sports work. Today there are 465 sports classes with 13 400 pupils. Apart from them the Secondary sports school of Football in Tirana and the secondary sports school of gymnastics and athletics in Durrës have been opened which train sportsmen and women in different profiles. The sports clubs and federations, the sports councils in agricultural enterprises and cooperatives and the pioneers' houses carry out a dense sports activity with the pupils.

During summer holidays in the towns and countryside day camps with or without meals are set up, whereas on a nation scale, the rest homes for pioneers and those for the secondary school and university youth are set up where tens of thousands of children, pioneers, young men and women rest. During 1983 alone 16 917 children had their holidays in 8 of these rest homes. During their stay there the children are engaged in activities of an ideopolitical, cultural educational character, and an important place is taken up by the physical culture and sports activities (races, swimming lessons, walks and marches, spartakiads of pioneers, folk games etc).

Through the great work which is carried out out-of-class and school, the continuity and unity of the teaching-educational process, the collaboration of the teachers and lecturers with the organizations of the pioneers and youth, is secured.

IV. THE TRAINING AND QUALIFICATION OF THE TEACHERS AND LECTURERS

The Party of Labour of Albania and Comrade Enver Hoxha have highly evaluated the teachers as educators of the younger generation as propagators of the line of the Party of Labour of Albania among the broad masses of the working people, as their aides in the allround work which is carried out for the education and formation of the new man of our socialist society. At the 1st Congress of the CPA Comrade Enver Hoxha stressed that «The teachers have been trusted with a sacred and very precious job, the education of the new generations, which are growing and have the fate to aid in the great work of the educational raising of the workers.»¹

Before liberation under the anti-popular feudal-bourgeois regime of Ahmet Zog no attention at all was paid to the training and qualification of the teaching cadres. The number of teachers at that time was about 1 400 and there was no higher institution for the training of teachers for the secondary schools.

¹ Enver Hoxha, Works, vol. 5, p. 429, Alb. ed.

After the Liberation of Albania all possibilities were created to organize the training of teaching cadres and to radically change the social, material and moral conditions of the teachers on entirely new ideological and scientific bases. At the foundations of the work which has been done during these 40 years of our people's power to create and strengthen the system of the training of the teaching cadres to increase the authority and social position of the teachers, lie the teachings of the classics of Marxism-Leninism, the orientations of the Party of Labour of Albania and the teachings of Comrade Enver Hoxha.

The number of educators, teachers and lecturers has increased from one year to the other and one five-year period to the other. Hence in 1983 in all categories of schools there were 39 349 educators, teachers and lecturers, 52.8 per cent of whom were females.

Throughout the entire work for the qualitative strengthening of the school attention has been concentrated on the raising of the ideological, scientific and pedagogical level of training of the teaching cadres. For this reason the studying schedule was lengthened at the faculties of teachers' training and higher institutes of teachers' training, the teaching programs and plans and the teaching methods were improved, the scientific and professional training of the students was further strengthened, the higher schools were better connected with the 8 grade and secondary schools and the subjects of the pedagogical cycle and the pedagogical practice were strengthened.

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The qualification of the educators, teachers and lecturers, the production instructors and those of military training, the directors and methodists is carried out in a differentiated manner according to the educational degree, speciality and level of qualification. On a school basis qualification is carried out through commissions of method which are set up according to the subjects, group of subjects and the work method, by the school directory. For the small schools where the number of specialists in one subject, is less than four, inter-school commissions are set up on a zone or quarter level. Such commissions are created on a district level for different specialities such as: teachers of physical training, music, drawing, productive labour and professional practice, agronomist or engineer teachers etc. These commissions organize scientific information or sessions, open lessons, discussions and papers on teaching, they analyse the level of the mastering of knowledge according to the demands of the teaching programs etc.

The work of the method commissions is directed by the teaching cabinets which are the main centres in the district for the qualification of cadres, for the organization of pedagogical studies and research, for the acquaintance with, generalisation and spread of the advanced experience. Scientific commissions and associations are set up at the cabinets, with the best teachers of the district. Now the general and unified qualification of teaching cadres is carried out in our schools. It is done after 5 and 10 years of work

in education on the basis of unified programs, and aims at the further raising of the ideo-teaching and scientific level of the teaching cadres.

The qualification for the teachers and educators with secondary schooling is carried out at the pedagogical cabinets of the districts for the teachers of the 8 grade schools at the higher teachers' training institutes and their affiliates, and for the teachers of the secondary schools at the University of Tirana. The scientific qualification of the teachers, specialists of agriculture arts and physical culture, is carried out at the respective higher schools. Alongside the individual studying carried out by the qualification centres other forms are used such as: lectures and seminars of control. Each teacher is also obliged to prepare a study on the basis of the work, observations and experience he has gathered. The special form of higher qualification of the teaching cadres are the post-university courses of qualification and specialisation for pedagogy and psychology and special branches of science (chemistry, physics, mathematics etc), which are organized at the University of Tirana.

The qualification of teachers is closely linked with their attestation, which includes three levels. The schedule for passing from the 4th category to the 3rd and from the 3rd to the 2nd is five years, whereas to pass from the 2nd to the 1st it is 10 years. Attestation is carried out by the attestation commissions following the request of the person interested, on the basis of the results achieved in the teaching-educational work, social activity as well as the moral-political figure of the teacher and is accompanied with a rise of pay.

Other forms are used also for the qualification of the lecturers: the sitting of additional university and post-university examinations, the organization of scientific informations at the chair, the appointment of new cadres (assistents) with those with more experience etc. For the teaching cadres who are not included in post-university scientific qualification, to acquire scientific degrees, candidate of sciences and doctor of sciences, the attestation system with three degrees is used. Attestation is done on the basis of the realisation of the scientific tasks planned by the chair, the level of the lectures and seminars and the concrete results of their work. For the lecturers who have worked for some time and have gained the degree «candidate of sciences» the title «docent» is given, whereas for the lecturers who are distinguished in teaching-education and scientific activity and have gained the title «doctor of sciences», the title «Professor» is given.

For the directing cadres of education, the school directors methodists and inspectors, alongside qualification according to their specialty special ideo-pedagogical qualification is organized through seminars and different courses.

The entire qualification and post-university system is organized and directed by the Ministry of Education and Culture through the higher schools and their affiliates, through the Higher Institute of Pedagogical Studies and the pedagogical cabinets. The higher teaching, scientific and publishing institutions aid in the elaboration of the themes, the programs, the compilation of the literature for individual studying, the organization of lectures and seminars.

In Albania teachers are greatly respected. Many of them are elected to organs of the state, the people's councils of the city quarters, villages and districts, the central forums of the organizations of the masses up to the People's Assembly. Their work is appreciated and the Presidium of the People's Assembly gives them such titles as «The teacher of the People», «Merited Teacher» and the Ministry of Education and Culture gives the distinctive titles «Distinguished Teacher». For distinguished activity in the field of pedagogical sciences the teachers, lecturers and other working people of the people's education are given the medal «Naim Frashëri» and the Order «Naim Frashëri» of the 1st, 2nd, 3rd class.

Conferences and actives are often organized with distinguished teachers. The First National Conference of Distinguished Teachers was organized in Tirana on December 15-16, 1953. Another national meeting of the vanguard teachers was also organized in 1984, on the eve of teachers' day, at which 400 teachers, educators, lecturers and other working people who are distinguished in the field of education and schooling took part.

In our country the teachers are surrounded by the attention of the Party, the state and the entire society. In the countryside the teachers enjoy the right of lodging there free of charge and are paid a certain percentage above the normal wages. All teachers and lecturers have 42 days vacation a year, the right of pension for women teachers is at the age of 50 and men teachers at the age of 55 etc.

In 1960, on the Decision of the Presidium of the People's Assembly of the PSRA, March 7,

the day of the opening of the first national, lay primary school «The First Albanian Primary School in Korça» was proclaimed *Teachers' Day*.

The teachers of our socialist schools are characterized by profound loyalty to socialism and communism, sound principles and love for children and their profession, by sound culture and teaching mastery. They are not simply transmitters of knowledge, but active organizers and creators of the teaching-educational process, people who study the tasks and situations in teaching and solve them correctly. They are closely linked with the life of the people, the working class and the cooperativist peasantry. The teachers are characterized by a militant and innovator spirit, which makes them remain at the height of their tasks, thus remaining torch bearers for the enlightening of the mind of the people with the ideology of the Party of Labour of Albania and the teachings of Comrade Enver Hoxha.

V. PEDAGOGICAL SCIENTIFIC RESEARCH WORK AND THE SCHOOL BOOKS

The methodological base of the Albanian pedagogical science which is radically different from the bourgeois and revisionist pedagogy is the Marxist-Leninist philosophy and the teachings of the Party of Labour of Albania and Comrade Enver Hoxha. Every problem of pedagogical theory and practice, every phenomenon of the school life is regarded from the class point of view, in close connection with the socio-economic development of the country and all the other educational, psychological and social factors. Albanian pedagogical science is based on everything progressive, democratic and advanced achieved in the Albanian philosophical, political, social and pedagogical thinking of the past and especially of the most distinguished representatives of this thinking, the Albanian humanists of the 15th-16th centuries such as Marin Barleti, Marin Beçikemi, Gjon Gazuli, Gjon and Leonik Tomeu, Mikel Maruli, Pjetër Budi, Pjetër Mazreku, Pjetër Bogdani and others, as well as the distinguished patriots of our National Renaissance such as, Naum Veqilharxhi, Jeronim De Rada, the

brothers Naim, Abdyl and Sami Frashëri, Kostandin Kristoforidhi, Petro Nini Luarasi, Gje-rasim Qirjazi, Said Nejdani, Shtjefën Gjeçovi, Luigj Gurakuqi, Aleksandër Xhuvani, Sotir Pe-ci, Mati Logoreci, Niman Ferizi, Salih Çeka, Salih Gjuka and many other untiring teachers of people's education. Their works contain many valuable ideas and thoughts which make up a great treasure in the fund of Albanian pedagogical thinking. In them one can feel the revolutionary and democratic spirit, the popular, illuminist and humanitarian character, the patriotism and boundless love for the homeland, the respect and careful stand towards the personality of the child etc.

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The first bases of the new Albanian pedagogical science were laid since during the Anti-fascist National Liberation War, with the selfless work of the patriot and communist teachers, some of whom fell martyrs for the liberation of the country.

After the liberation of Albania, during the epoch of the Party special importance was placed on the pedagogical scientific-research work. Today it is developed in different forms in specialised schools and institutions.

The main institution which is directly linked with the research-scientific pedagogical work is the Institute of Pedagogical Studies which was created in 1969. It is the main centre for the

carrying out of studies, research and experiments in the field of the content and methods of the teaching educational work in the schools, it is engaged in the elaboration and dissemination of the contemporary pedagogical information and the advanced experience and coordinates the study work of the pedagogical cabinets of the districts.

At first the institute had two sectors. Later it was reorganized and today it has 7 scientific sectors: the sector of Albanian language and literature, of social subjects, mathematics, natural sciences, professional subjects and productive labour, pedagogy and psychology, physical and military training and the group of the history of education.

Dependent on the institute, 11 permanent groups of study with 38 teachers and specialists have been set up at several secondary vocational schools. They engage in the improvement of the content of the main subjects of the profile and the perfection of the procedures and the teaching means for these subjects. The experimental 8 year and secondary schools which experiment new programs, texts and teaching models before they are introduced into the schools on a mass scale are also an aid for the scientific sectors of the institute and its groups of study. The Institute of Pedagogical Studies collaborates with the Academy of Sciences of the PSRA, with the University of Tirana, with the higher teachers' training institutes and the pedagogical cabinets of the districts.

The schools investigate and experiment the new programs and text books, study different problems of the educational work, generalize

and disseminate the advanced experience in the direction of the school for the teaching and education methods.

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So as to popularize the results of the scientific pedagogical research and the advanced experience in education, to make them the property of the entire mass of educators, teachers and lecturers a rich pedagogical literature is published. Starting from September 1961, the weekly «Mësuesi» (The teacher) is published, the main organ of the Ministry of Education and Culture. In 1972, the magazine «Pedagogical Magazine» began to be published, it is the theoretical organ of the Institute of Pedagogical Studies. Apart from this magazine, the Institute of Pedagogical Studies also publishes the monthly illustrated magazine for pre-school children «Yllkat», 8 bulletins according to the group of subjects or school links such as «pre-school education», «8 grade schools, (class 1-4)» «Albanian language and literature in schools», «Chemistry and biology in School», «Mathematics and Physics in School» «Foreign Languages in School» and «Secondary Vocational Education».

Some of the fundamental collective publications on the problems of education and schools, pedagogy, psychology and the history of pedagogy are: the new teaching programs for the main subjects of the 8 grade and secondary schools, the experimental texts on the funda-

mental theoretical disciplines such as: mathematics and chemistry, the program of educational work (1979), the texts of pedagogy and psychology for the secondary teachers' training schools and for the higher schools (1972, 1983); «On the Harmonization of the three Components: Lessons, Productive Labour, Physical and Military Training in the Teaching-Educational Process of the School» (1980); «Psychological Problems of the Adolescents» (1982) etc. Work is also being carried out for the book «The History of Albanian Education, Schools and Pedagogical Thinking», «Didactics», «The Psychology of the Personality», «The Psychology of Ages» etc.

Among the great number of publications on the problems of education and our new school, an important place is occupied by Comrade Enver Hoxha's book «On Schooling and Education», by «The PLA and Comrade Enver Hoxha Defend and Develop the Marxist-Leninist Pedagogical Thinking» and several other pedagogical publications, «The Dictionary of Pedagogy», «The Teacher in the Epoch of the Party», «Aleksandër Xhuvani — a distinguished Albanian thinker and psychologist», «Shtjefën Gjeçovi», etc.

After the Liberation of Albania attention was concentrated on the socialist transformation of the content of schools. The programs and text books of the old schools were permeated from beginning to end by the bourgeois ideology, religious morale and world outlook. A good part of them were translated from foreign literature and apart from other things had an anti-national and chauvinist spirit. This situation made it indispensable that the existing programs and

texts had to be purged of everything old which was in opposition with the aims of the socialist school and at the same time work had to begin immediately to draft new programs and texts. Comrade Enver Hoxha stressed that «The texts must be considered an important field in which the line of the Party and its policy, aims and present programs and the preparation for the future are concretized. We must not think the new socialist school may have any kind of texts, in which the idealist bourgeois world outlook exists alongside the Marxist-Leninist world outlook. We must make no concessions to the bourgeois idealist philosophy, not the slightest concession to theology.»¹

This task was realized on a revolutionary course and with the mass participation of the teachers and specialists. For the first time texts were compiled on the subjects of the Marxist-Leninist education for the 8 grade, secondary and higher schools such as: moral and political education, knowledge of Marxism-Leninism, Dialectical and Historical Materialism, as well as the text «The History of the Party of Labour of Albania», published by the Institute of Marxist-Leninist Studies. All categories of schools were equipped with text books and good work was done for the compilation of the text books for the schools of the Greek minority.

The specialized publishing institution which organizes and controls the work for the compilation, improvement and publishing of the teaching-educational texts for pre-school education,

1 Enver Hoxha, «On School and Education» (2nd.ed.) Tirana 1982, p. 419. Alb. ed.

8 grade and secondary schools, is the Publishing House of Text Books, created in 1967. It has four sections, that of mathematics, physics and technical subjects, Albanian language and literature and foreign languages, natural sciences and socio-political subjects.

The Text Books Publishing House, secures the equipment of the schools with the necessary text books through its own sectors and the broad network of collaborators. The texts, compiled, edited and discussed at the work groups and respective sectors are approved by the Ministry of Education and Culture.

Through the Publishing House of Text Books the pedagogical-scientific literature prepared by the Institute of Pedagogical Studies is published as well as the texts of the Higher Institute of Arts, and the «Vojo Kushi» Institute of Physical Culture.

The text books of the higher schools, the manuals and other auxiliary literature are prepared and directly published by the University of Tirana or the Higher Institute of Agriculture, after being approved by the chairs, the scientific councils of the deanship and rectorates.

Today our revolutionized school works according to new and original programs and texts, compiled by the best teachers, lecturers, scientists and specialists of Albania. It has all the necessary text books, over 830 titles of books, without counting the auxiliary publications for teachers and pupils. An average of 320 titles a year with more than 6 000 000 copies are published each year apart from the publications for the higher schools. The line of the Party of Labour of Albania in the field of education,

the achievements in the development of Albanian science, technique, the economy and culture are materialized in these text books. They are compiled on the basis of ideological, scientific and pedagogical criteria defined by the Party and in conformity with the teaching programs, approved by the Ministry of Education and Culture.

Alongside the text books, the Publishing House of Text Books, the higher schools and the other publishing enterprises publish an extensive political, scientific, artistic literature, many manuals and dictionaries which are used for broadening the horizon, the raising of the general ideological, scientific and professional culture not only of the younger generation, but of all the working masses of our country.

VI. THE CONCERN OF OUR SOCIALIST SOCIETY FOR THE SCHOOLS

One of the distinctive features of the educational system in the People's Socialist Republic of Albania is the active participation of the entire society in the solution of the problems of the communist education of the new generation. The attention society pays to the problems of education and schooling is all-sided, organized and permanent. Large scale actions of an ideological, cultural and educational character such as: the doing away with illiteracy for people up to 40 years of age, the realization of compulsory primary schooling, and later 8 grade schooling, were also results of the mobilisation and work of the social organizations. The attention society and the entire people paid to the problem of education was especially accentuated during the period of the re-organization of the schools and their further revolutionization. In the broad mass discussion which was organized on this problem more than half the adult population of the country took part and they gave very valuable opinions on the educational system, the content of the schools, the teaching methods,



Students at the competition of artistic groups between the faculties.

A group of students executing a Kosova dance

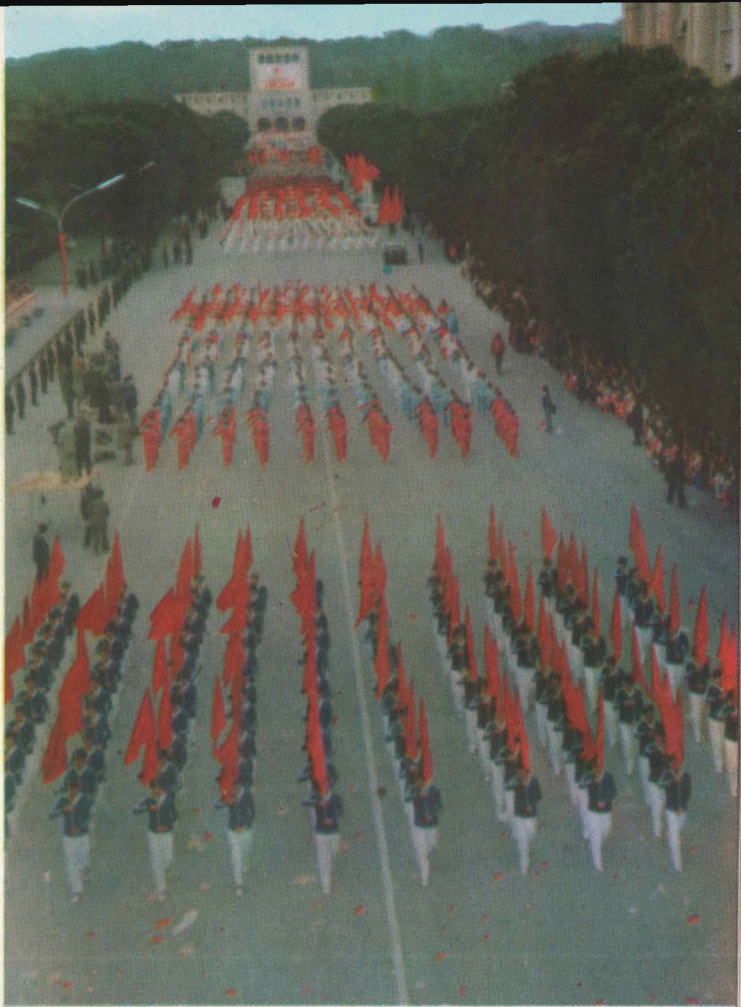




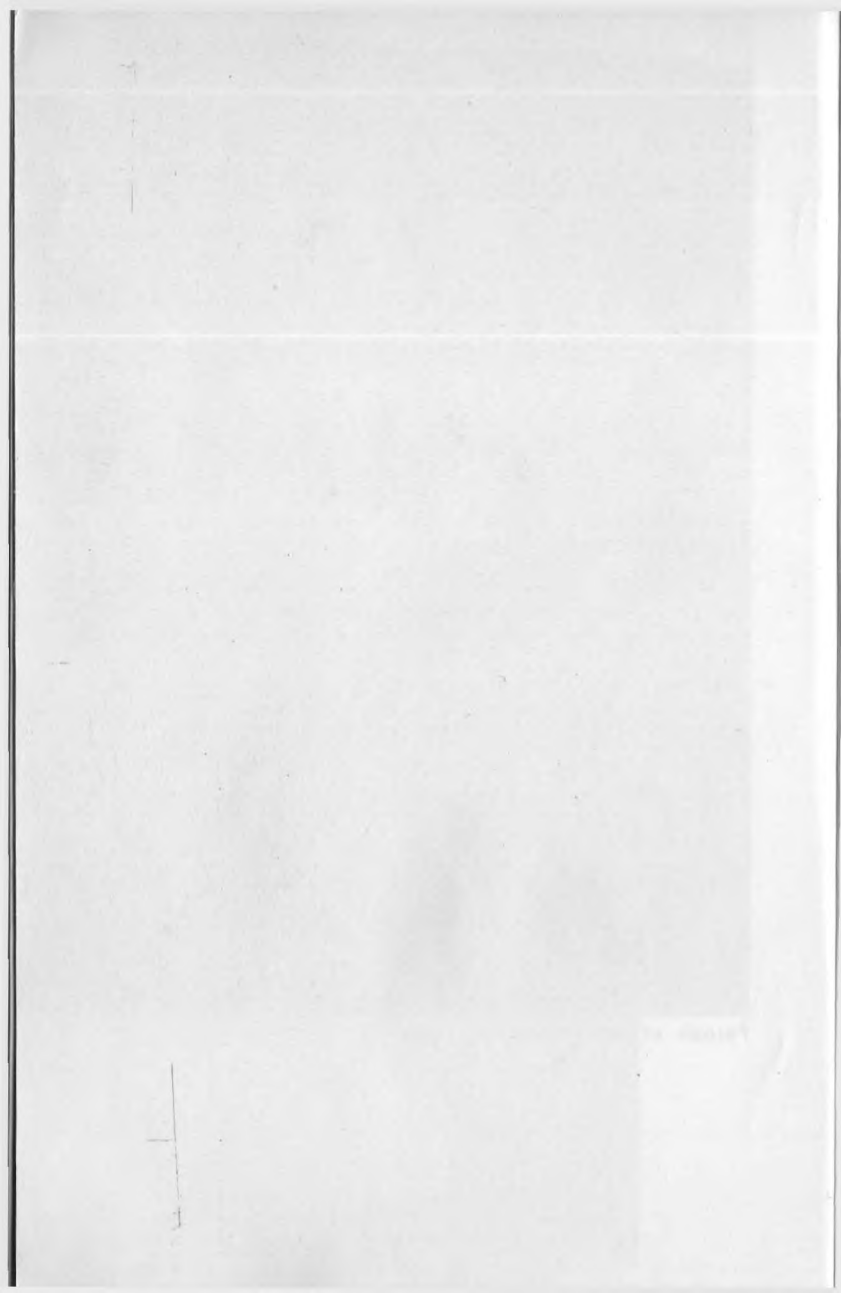
Physical-culture manifestation at the "Qemal Stafa" National Stadium, Tirana.

Students in free time.





Parade of the students on May 1.



the problems of the method and style of the directing work etc. With the aid of the economic enterprises, the agricultural cooperatives and the army many problems of the component productive labour and military training were solved.

The 8th Congress of the Party laid the task to further carry forward the work of the schools especially in the direction of its qualitative strengthening, thus further enhancing the role of the unified front of the education of the younger generation through the social organizations and the means of culture and mass media.

The youth organization, the pioneers organization, the trade unions, the Democratic Front and the women's organization play a great role in the communist education of the younger generation alongside the family as the main hearth of education.

The youth and pioneer organizations in the schools aid in the embuing of the youth with love for the Party of Labour of Albania, the socialist homeland, for a socialist stand towards work and property, the lofty moral virtues, they help «...to keep alive and develop among them the patriotic and revolutionary traditions of our people, to cultivate and encourage the creative and practical spirit, and to temper the youth on the great anvil of socialist construction, the class struggle and revolutionary actions.»¹

These organizations do immense work to form in the youth sound concepts on lessons, knowledge and science, to fight the petty-bourgeois

1 Enver Hoxha, Report to the 8th Congress of the PLA, p. 109, Eng. ed.

concepts on chasing after good marks and higher categories etc.

The youth organizations in the secondary schools are included in the initiative «Where the young are, the progressive should be», and have set many objectives in the direction of learning and education, productive labour and teaching practices, physical and military education to raise the quality in all the teaching and educational indices.

The trade union organizations as the most massive organization of the working class realize an allround activity for the qualitative strengthening of the schools. The working class, the leading class of socialist society aids the schools in imbuing the mass of pupils and students with revolutionary features, through their example, especially during the direct work in production which the pupils carry out, through the joint activities, patronage, educative and cultural work of the clubs of the trade union organizations, the emulation stands and tables and the libraries at the enterprises.

Many trade union organizations of the work centres and enterprises pay careful attention to the progress of the part time pupils, they keep close contact with the schools and take part in the meetings of the teaching board in which the situation and level of knowledge is discussed, they invite teachers to their meetings when they analyse the problem of education, they help with teaching means etc. The initiatives taken recently by the trade union organizations and those of the work and production centres in several districts to jointly set up the teaching cabinets, to improve the entire material base

and the teaching-educational system are being spread and generalized on a nation scale.

The organization of the Front and the Women pay special attention to the realization of compulsory 8 grade schooling, in the elaboration of the sound social opinion on the role of schools in socialist society, to fight alien manifestations and for the organization of pedagogical propaganda amongst parents. The leading bodies of the Democratic Front of Albania and those of the women in the cities quarters, blocks or villages maintain continual connections with the schools and collaborate in the problems of the education of the children they organize joint meetings of teachers, parents and pupils, consultations and discussions which are connected with the teaching and education of the children in the family and at school. They carry out socialist emulation and make known the positive experience of the parents distinguished in the education of their children.

All the means of culture and mass media such as the radio and television, films, press etc., are broadly used in the work for the communist education of the younger generation.

The 25 drama and variety show troupes which function in Albania, the Opera and Ballet Theatre, the Folk Song and Dance Ensemble, 11 galleries of figurative arts, 45 central libraries, 99 cinema theatres, 1982 museums, and museum houses and 2052 houses and hearths of culture, several sports palaces and grounds in the town and countryside and in agricultural enterprises and cooperatives many parks and tourist sites aid in the education, recreation and rest of the youth. Every year 10-11 million books are pla-

ced at the disposal of the youth, along with 15 feature films apart from many documentary films.

Today 85-90 per cent of the participants of the sports, artistic and cultural activities are members of the Youth Union. At the National Folk Festival which took place in 1983 in Gjirokastra, the majority of the participants were pioneers and youth.

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The successes achieved in the field of schooling and the communist education of the younger generation, in the ceaseless raising of the educational level of our working masses, are a guarantee for ever greater successes in the future. Education, science and production are three elements which in our country advance parallel to one another. They are a result of the socialist order and serve the cultural raising of our new man and the advance towards communism.

CONTENTS

	Page
Introduction	3
I. The Road of Development of Education in Albania	5
1. Education and Tradition	5
2. Education in the Epoch of the Party	11
II. The Structure and Organization of Education in the PSRA	22
1. Pre-school Education	29
2. General 8 grade Education	32
3. Secondary Education	36
4. Higher Education	44
5. Post-university Specialisation	57
III. The Allround Communist Education of the Younger Generation	59
IV. The Training and Qualification of the Teachers and Lecturers	71
V. Pedagogical Scientific-Research Work and the School Books	78
VI. The Concern of our Socialist Society for the Schools	86

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